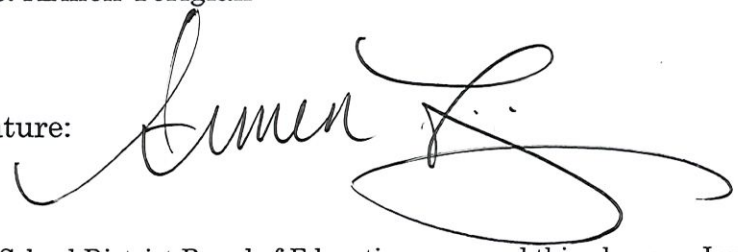
Bullard High

10621661030279

Principal's Name: Armen Torigian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Armen Torigian	X				
2. Chairperson - Brian Fischer		X			
3. Mandy Foss		X			
4. Dave Wilson		X			
5. Shane Riddle			X		
6. Julie Wong				X	
7. Nicole Idiart				X	
8. Adam Hunter				X	
9. Jose Lemus			X		
10. Sariayah Ferguson					X
11. Malia Viruegas					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Bullard High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Armen Torigian**		4/9/26
SSC Chairperson	**Brian Fischer**		4/9/26

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Final School Plan for Student Achievement Allocations

FY 2026/27

Bullard - 0055

ON-SITE ALLOCATION

3010	Title I	$235,488	*
7090	LCFF Supplemental & Concentration	$578,737	
7091	LCFF for English Learners	$55,998	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$870,223**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$67,312
Program Budget	$168,176
Total Title I Allocation	$235,488

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Bullard High 2026-2027 - SPSA Draft Edits

Needs Assessment

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		10.5 %	2025-2026	**11.6 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	CCI - percentage of students who are Prepared (ALL)	52.9 %	55.8 %	2024-2025	**59.3 %**
Goal 1	CCI - Percentage of students who completed A-G (ALL)	56.9 %	55.8 %	2024-2025	**57.8 %**
Goal 1	ELPAC - percentage of students who scored 4		13.7 %	2024-2025	**14.8 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	22.9 %	47.6 %	2024-2025	**48.7 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	28 %	47.5 %	2024-2025	**48.6 %**
Goal 1	Graduation Rate (ALL)	95 %	94.8 %	2024-2025	**95.9 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42.1 %	2025-2026	**43.2 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		47.4 %	2025-2026	**48.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		21.7 %	2025-2026	**22.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		34.8 %	2025-2026	**35.9 %**
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		54.8 %	2025-2026	**55.9 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	9.6 pts	0.4 pts	2024-2025	**15.4 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-109.8 pts	-126.8 pts	2024-2025	**-111.8 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		52.2 %	2024-2025	**57.2 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-95.4 pts	-115.2 pts	2024-2025	**-100.2 pts**

Goal 1	SBAC Math - Average distance from standard (English Learner)		-197.2 pts	2024-2025	**-182.2 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-139.3 pts	2024-2025	**-124.3 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	-119 pts	-143.4 pts	2024-2025	**-128.4 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-191.2 pts	-218.5 pts	2024-2025	**-203.5 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.1 %	2024-2025	**23.1 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		17.9 %	2025-2026	**17.3 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	81.9 %	90 %	2025-2026	**91.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92.5 %	91 %	2025-2026	**92.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		77 %	2025-2026	**79 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	9.7 %	4.6 %	2025-2026	**4.27 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

SBAC Math, ELA, and ELPI

Based on 2024–2025 **SBAC Math** results, overall student performance in **Mathematics** remains significantly below standard. All Students scored **-115.2 distance from standard**, reflecting a decline from the previous year (-110.4). Additionally, only 18.1% of students met or exceeded standards, reflecting minimal growth from 17.8% the previous year.

Performance gaps are even more pronounced among targeted student groups:

- Students with Disabilities**:** -218.5 points (declined from -206.2)
- African American students: -187.3 points
- Socioeconomically Disadvantaged students: -143.4 points (declined from -134)
- Hispanic students**:** -139.3 points

These data highlight persistent achievement gaps among Students with Disabilities, African American students, Socioeconomically Disadvantaged students, and Hispanic students in Mathematics and emphasize the urgent need for targeted interventions, differentiated instruction, and investment in innovative evidence based instructional strategies to improve math proficiency and ensure academic success for all students.

Based on 2024–2025 **SBAC English Language Arts** results, overall student performance shows slight improvement. All Students scored 0.4 distance from standard, reflecting growth from the previous year (-5.4). Additionally, 52.2% of students met or exceeded standards; however, significant achievement gaps persist among multiple student groups.

Performance gaps remain most significant among the following student groups:

- Students with Disabilities: -126.8 (declined from -124.8)
- African American students: -72.8
- English Learners: -90.7

These gaps emphasize the need for targeted literacy interventions, specialized instructional strategies, and equitable support to ensure all students have access to high-quality ELA instruction and the resources needed to succeed.

ELPI Levels - Based on the metrics in this current goal, English Learners are demonstrating growth in English language development; however, a low percentage of students are reaching full English proficiency as measured by ELPAC Level 4 performance. In 2024–2025, only **13.7% of English Learners scored Level 4 (Well Developed)** on the ELPAC. The school's goal is to increase this percentage by at least **2%**, indicating that the majority of English Learners have not yet reached full proficiency. At the same time, **47.6% of English Learners improved at least one ELPI level**, significantly exceeding the prior target of 22.9%. The goal for the upcoming year is to increase this rate by an additional **2%**, demonstrating a commitment to continued progress. Similarly, **47.5% of Long-Term English Learners improved at least one ELPI level**, substantially surpassing the prior target of 28%. Despite this growth, more than half of Long-Term English Learners did not demonstrate measurable progress. While growth is occurring, overall proficiency rates remain low, indicating a need to strengthen both designated and integrated English Language Development supports to accelerate progress toward full proficiency.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

CCI

Based on the metrics in **College and Career Readiness**, not all students are meeting College and Career readiness benchmarks as identified by the California School Dashboard College and Career Indicator (CCI).

Currently, **55.8% of students are identified as "Prepared"** on the College and Career Indicator. While this exceeds the previous target of 52.9%, it remains below the new goal of **59.3%**, indicating that a significant percentage of students are not yet meeting college and career readiness criteria. Additionally, **55.8% of students completed A–G requirements**, which is below the prior target of 56.9% and the new goal of 57.8%. This indicates that nearly half of students are not completing the coursework necessary for university eligibility.
Students with Disabilities (SWD), African American (AA), and Socioeconomically Disadvantaged (SED) students are disproportionately represented among students not meeting CCI preparedness benchmarks.

- 55.8% Prepared on CCI (Goal: 59.3%)
- 55.8% A–G Completion (Goal: 57.8%)
- Course performance and D/F data indicate barriers to completion of rigorous coursework pathways.

Additionally, based on current **course performance data**, only **54.8% of students passed all Semester 1 courses with a C- or better**, indicating that nearly half of students are not successfully meeting course requirements. The school's target is to increase this rate by **2%**, highlighting the need for strengthened instructional supports, academic interventions and **equitable grading practices.**

Based on the metrics in this current goal, not all students are graduating within four years as identified by the school's graduation rate data. The overall graduation rate for All Students is **94.8% (511 out of 539 students)**, slightly below the prior target of 95%. While the school came very close to meeting its goal, this indicates that a small but significant group of students did not complete graduation requirements.

However, significant gaps are evident among student groups:

- **English Learners:** 79.5%
- **Students with Disabilities:** 81.7%
- **Asian students:** 84.6%
- **Two or More Races:** 89.5%
- **Black/African American students:** 93.9%

In contrast:

- **White students: 96.9%**
- **Hispanic/Latino students: 95.9%**
- **Long-Term English Learners: 100%**

The goal for the upcoming year is to increase the graduation rate to **95.9%**, demonstrating the need for continued focus on supporting students who are at risk of not graduating on time.

Course performance, credit accumulation patterns, and attendance data indicate that a small subset of students require additional credit recovery opportunities to remain on track for graduation.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Suspension Rate and Chronic Absenteeism

According to the California Dashboard, the suspension rate for all students in 2024–2025 was **7.5%**, reflecting a **3.3% decrease** from the previous year. Additionally, Bullard experienced a notable decrease in suspensions during **Semester 1**, with **4.6% of students suspended at least once**, as indicated by the needs assessment metrics. In total, **198 out of 2,642 enrolled students** were suspended for at least one day during the 2024–2025 school year. The California Dashboard also indicates that **Long-Term English Learners (LTELs)** and **Foster Youth** are student groups that require targeted interventions to prevent further increases in suspension rates, which could negatively impact their academic performance.

Currently, about 18% of our students are chronically absent. Chronic absenteeism continues to be a barrier to academic success, particularly among our most at-risk student populations. Factors such as inconsistent family engagement, lack of student motivation, and limited access to interventions contribute to this challenge.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

School Climate

Based on the Fall Climate & Culture survey results, Bullard High School demonstrates strong performance in several areas of school climate. The **family engagement domain** of the Fall Climate & Culture family survey showed very positive results, with **90% favorable responses**, exceeding the current target of **81.9%**. This indicates that families feel welcomed, informed, and connected to the school community. Ongoing communication efforts, family outreach, and opportunities for parent involvement appear to be contributing to these strong outcomes.

The **staff culture domain** in the Fall Climate & Culture staff survey showed **91% favorable responses**, which is slightly below the current target of **92.5%**. While the results indicate that the majority of staff perceive a positive professional culture, there is an opportunity to further strengthen collaboration, communication, and staff support structures to reach the established goal.

In the **student health and wellness domain**, the Fall Climate & Culture student survey showed **77% favorable responses.** Although the results reflect that most students report feeling supported in terms of health and wellness, the data suggests that additional attention may be needed to ensure students feel safe, connected, and supported on campus.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

SBAC Math, ELA, and ELPI

Many students, particularly SWD, African American, Socioeconomically disadvantaged and Hispanic students struggle with **foundational math and reading skills from earlier grades**, making it difficult to grasp more complex grade-level content.

Based on **Math** teachers' input:

- Students are entering 11th grade math classes without demonstrating mastery of foundational algebraic concepts and number sense skills.
- There is inconsistent exposure to SBAC-aligned question types and rigor throughout the school year.
- Limited structures to promote student effort and motivation during benchmark and state assessments.
- Inconsistent accountability systems to ensure mastery of content prior to course progression.
- Potential gaps in academic integrity practices, i.e. students completing math courses on-line or in summer school (11 days) that may allow course advancement without demonstrated mastery.

Additionally, students with disabilities in co-taught classes face challenges when the coteaching model is not effectively implemented to provide necessary differentiated instruction. Socioeconomic barriers also play a role, as students from low-income backgrounds may have limited access to academic resources, tutoring, technology, and a stable learning environment, impacting their ability to practice and master math skills. Low student engagement and math anxiety further contribute to the issue, with many students developing a fixed mindset or avoidance behaviors that lower their overall performance.

Based on **ELA** teacher's input:

- Students enter upper grade levels with significant foundational gaps in reading comprehension and writing skills.
- Insufficient scaffolding and intervention structures to address foundational literacy deficits within the core curriculum.
- Limited cross-curricular ownership of literacy development outside of the ELA department.
- Writing instruction emphasizes breadth (multiple genres) rather than depth and mastery of core writing types aligned to SBAC performance tasks.
- Limited exposure to complex literary and informational texts, impacting reading stamina and analytical skills.
- Curriculum alignment concerns regarding rigor and depth consistent with SBAC expectations.
- Student attention and stamina challenges during extended reading and assessment tasks.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

CCI, A-G completion, Graduation and CTE/Advanced Coursework

- A significant percentage of students are not passing courses with a C– or better, as only 54.8% passed all Semester 1 courses.
- Course failures create barriers to A–G completion, CCI preparedness, and staying on track for graduation.
- Students may struggle with foundational academic skills, particularly in rigorous courses required for A–G pathways.
- Students with Disabilities, African American students, and Socioeconomically Disadvantaged students are disproportionately represented among those not meeting CCI benchmarks.
- Some students may not be participating in advanced coursework, career pathways, or other CCI-qualifying experiences.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Suspension Rate

- **Behavioral Issues**: Students may engage in disruptive behaviors due to unmet social-emotional needs, a lack of positive coping mechanisms, or external challenges such as family stress or instability.

- **Inadequate Support Systems**: Insufficient access to tailored interventions or support services for students facing academic or behavioral challenges may lead to suspensions. This is especially true LTEL, and Foster students who may not receive the specialized support they need.
- **Disciplinary Policies -** Punitive consequences may not always change the behaviors of students that create disturbance on campus.
- **Tier 3 High Needs students:** Our comprehensive high schools may not have all necessary structures and resources to meet the needs of students who exhibit consistent combative behaviors.

Chronic Absenteeism

The chronic absenteeism rate for Semester 1 of the 2024–2025 school year was reported at 17.9%, with a site goal of reducing the rate to 17.3%. Although the numerical decrease is small, it represents a significant number of students and requires targeted interventions.
Several factors contribute to chronic absenteeism. Student disengagement, academic struggles, and inconsistent attendance habits are common contributors. When students fall behind academically or feel disconnected from the school environment, they are more likely to miss school. Family-related factors such as transportation challenges, illness, housing instability, and family responsibilities also contribute to attendance challenges.
Attendance data also shows higher rates among certain student groups. Homeless youth have a chronic absenteeism rate of 28.6%, and foster youth have a rate of 25%, with 25% classified as severely chronically absent. English Learners show a rate of 16.4%, slightly above the overall average. Among racial and ethnic groups, most fall between 14% and 15%, though Native American students show a higher rate of 25%, indicating a need for targeted supports for certain student populations.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

School Climate

The high favorable rating in the **family engagement domain (90%, exceeding the 81.9% target)** may be the result of consistent communication between the school and families through Parent Square, grade level parent meetings, and family centered school events like Back to School Night and Open House Showcase. The **91% favorable rating in staff culture**, which is slightly below the target of 92.5%, suggests that staff generally feel supported and collaborative. Regular staff meetings, PLC structures, and administrative support may contribute to a positive culture. The **student health and wellness domain (77%)** may reflect factors such as academic stress, attendance challenges, mental health needs, or social pressures experienced by students. Students who struggle with **attendance, behavior, or academic motivation** may report lower perceptions of wellness and school support.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

SBAC Math, ELA, and ELPI

Math

- A structured, early identification and intervention system beginning in 9th grade (and earlier where possible) to address foundational algebraic reasoning and number sense gaps before students enter advanced coursework. Targeted intervention courses and skill-building supports must be prioritized for SWD, African American, Hispanic, and SED students who are disproportionately impacted.
- Consistent implementation of grade-level, standards-aligned instruction that includes regular exposure to SBAC-style tasks, mathematical reasoning, and performance-based problem solving across all math courses.
- Professional learning and collaborative planning time are needed to ensure instructional alignment and rigor consistency.
- Clearly defined mastery benchmarks and accountability systems to ensure students demonstrate content mastery prior to course advancement, including review of online and condensed credit recovery models to maintain grade-level rigor.
- The school needs strengthened co-teaching structures, including clearly defined instructional roles, collaborative planning time, and professional development to ensure Students with Disabilities receive differentiated instruction aligned to their IEP goals within Tier 1 classrooms.
- Embedded intervention periods and structured tutoring during the school day is needed for student who may lack access to academic resources outside of school.

ELA

- Embedded literacy intervention structures within Tier 1 ELA instruction to address reading comprehension, analytical writing, and vocabulary deficits without lowering grade-level rigor. Targeted supports must prioritize SWD, EL, AA, and SED students.
- A schoolwide literacy framework that includes professional development for non-ELA teachers to embed academic reading, writing, and discourse strategies across disciplines.
- Curriculum alignment review and professional learning to ensure writing instruction prioritizes depth, revision, and mastery of argument and explanatory writing aligned to SBAC performance tasks.
- Increased access to grade-level complex literary and informational texts, including culturally relevant materials, and structured opportunities to build reading stamina and analytical reasoning.
- Expand embedded intervention opportunities during the school day.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

College and Career Readiness

- **Early Identification and Monitoring of At-Risk Students**
  Schools need systems to identify students at risk of failing courses early in the semester so timely academic and counseling support can be provided.
- **Strengthening Foundational Academic Skills**
  Students need additional support in core academic skills such as reading comprehension, writing, and mathematics to succeed in rigorous A–G coursework. Continued use of Math PLUS teacher
- **Equitable Support for Historically Underserved Student Groups**
  Students with Disabilities, African American students, and Socioeconomically Disadvantaged students need targeted supports, culturally responsive practices, and differentiated instruction to close achievement gaps.
- **High Quality College and Career Readiness (CCI) Opportunities**
  Students need increased access to experiences that contribute to CCI readiness, such as dual enrollment, career technical education pathways, internships, industry certifications, and advanced coursework.
- **Enhanced Academic Counseling and Graduation Planning**
  Students need consistent academic advising and individualized graduation plans to ensure they remain on track for graduation and completion of A–G requirements.
- **Family Engagement and Awareness**
  Families need clear communication and resources about graduation requirements, A–G expectations, and available academic supports to better support students.
- **Monitoring and Increasing Participation in Advanced and Career Pathway Programs**
  Schools need systems to track and increase student participation in advanced coursework, career pathways, and other CCI-aligned opportunities

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Suspension Rate and Chronic Absenteeism

Behavioral Issues

Behavior Expectations presentations for each grade level delivered by admin.
School-wide SEL lessons through Class Meetings.
Use restorative practices to resolve conflicts constructively, reducing suspensions and fostering a more supportive school environment.

Lack of Engagement

Professional learning for staff to keep students engaged and prevent classroom disruptions and avoidant behaviors.
Improve and expand the After school program to provide meaningful and relevant experiences.

Disciplinary Policies

Reviewing and revising disciplinary policies to prioritize restorative justice practices over suspensions can reduce the number of suspensions for all students, particularly those from disproportionately affected groups.
Actively involving parents and guardians in discussions about behavior and discipline can lead to more supportive and understanding home environments.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

School Climate

There is a need to...

- Expand and strengthen systems that support student mental health, wellness, and sense of belonging.
- Improve **communication to students about available wellness, counseling, and support services** so students know how and when to access help when they need it.
- Provide **ongoing opportunities for staff collaboration, recognition, and professional support** to maintain and strengthen a positive professional culture and reach the staff culture target.
- **Maintain and expand meaningful opportunities for families to stay connected with the school**, including workshops, communication in home languages, and accessible school events.
- Increase **student engagement opportunities, extracurricular participation, and relationship-building activities** that help students feel connected to peers and adults on campus

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Proficiency in Literacy

Partially Implemented

Fully Implemented

- Provide ELA teachers with time (as needed, and not exceeding 3 planning days) to collaborate with their PLC teams.
- Offer teachers summer planning contracts.
- Provide teachers with materials and technology (i.e. licenses to learning and assessment platforms) needed to support their students learning needs.
- Learning walks with ILT to collect data on instructional needs.
- Pay an ELA teacher an extra pay contract for class size reduction and targeted interventions.

Partially Implemented

- Determine monthly instructional focus with ILT and admin team. **Explanation**: Due to the RILT's focus on PLC+ Investigation Cycle, the ILT shifted their focus from monthly instructional focus to conduction investigation cycles.
- Provide professional learning around effective instruction and student engagement. **Explanation:** Due to the limited time allocated for All Staff meetings under the CBA, we were not able to implement a sustained and meaningful professional learning series focused on effective instructional strategies. While we utilized Buyback days to provide professional learning, these occur only three times per year, limiting continuity and impact.

Not Implemented

- Funding credentialed staff to provide comprehensive after school tutoring. **Explanation:** We were unable to secure teacher interest in providing after-school tutoring, as teachers were not willing to facilitate tutoring at the supplemental pay rate rather than the per diem rate.
- Site fund professional learning and conferences related to Evidence Based Grading practices.

Proficiency in Mathematics

Partially Implemented

Fully Implemented

- Provide Math teachers with time (as needed, and not exceeding 3 planning days) to collaborate with their PLC teams.
- Pay two math teachers an extra pay contract for targeted interventions.
- Offer teachers summer planning contracts.
- Support more math teachers with attending series of 4 trainings around Building Thinking Classrooms. ($850 for the series)
- Provide teachers with materials and technology (i.e. licenses to learning and assessment platforms) needed to support their students learning needs.
- Learning walks with ILT to collect data on instructional needs.

Partially Implemented

- Determine monthly instructional focus with ILT and admin team. **Explanation**: Due to the RILT's focus on PLC+ Investigation Cycle, the ILT shifted their focus from monthly instructional focus to conduction investigation cycles.
- Provide professional learning around effective instruction and student engagement. **Explanation:** Due to the limited time allocated for All Staff meetings under the CBA, we were not able to implement a sustained and meaningful professional learning series focused on effective instructional strategies. While we utilized Buyback days to provide professional learning, these occur only three times per year, limiting continuity and impact.

Not Implemented

- Funding credentialed staff to provide comprehensive after school tutoring. **Explanation:** We were unable to secure teacher interest in providing after-school tutoring, as teachers were not willing to facilitate tutoring at the supplemental pay rate rather than the per diem rate.
- Site fund professional learning and conferences related to Evidence Based Grading practices.

Support & Expand AP and Dual Enrollment Offerings

Fully Implemented

Dual Enrollment:

From 2024-25 to 2025-26, Dual Enrollment college credit courses and AP offerings at Bullard High School increased slightly. The number of Dual Enrollment students rose from 341 to 391 dual enrollment students enrolled. There has also been a rise in summer and asynchronous dual enrollment opportunities. Bullard students and families are very interested in enrolling their students in college-level coursework, helping them become better prepared for college and earn credits to get ahead. We met our goal is to increase our number of total DE students from 341 to 380.

AP:

In 2024-25 610 AP students took 941 exams. In 2025-26 we have 701 taking 1082 exams.

Pass rates overall increased from 47% in 2024 to 54.79% in 2025.

We have made some staffing changes and are sent 3 teachers to 2025 AP Training. We will send additional teachers to train this summer in order to continue our trend of increased pass rates.

2025-26 AP Expansion:

Bullard has increased the number of AP students and added 1 new AP course, AP Precalculus but did not offer AP Computer Science this year due to low enrollment.

Bullard offers 18 AP courses.

2025-26 Dual Enrollment Courses (Fresno City College)
BHS has reduced 1 Dual Enrollment offering, Math 3A due to math placement changes at the community college level. Summer and Asynchronous Options have continued.

English 1A
Communications 1
History 12
Music 17
American Sign Language 1
American Sign Language 2
DSERV for our seniors in SDC
Math 11
Criminology 1
Criminology 5

2025-26 HBCU Step Up (Benedict College)
Enrollment in the Step Up program has decreased this year. We are ramping up our recruitment efforts for 2026-27.

7 11th graders

AA111 The College Experience (summer)
Hist 130 African American History (fall)
Psy130 Introduction to Psychology (spring)

13 12th graders

Eng131 Analysis & Argumentation (fall)
Eng237 Oral Communications (spring)

2024-25 District Asynchronous Independent Options (Fresno City College):

Fall 2024

Theater Arts 30, Counseling 53, Spanish 1

Spring 2025

Journalism 1, Communications 1 & Counseling 48

BHS has 106 2025 Summer School Dual Enrollment Completers, this is an increase from 37 last school year.

CTE and Linked Learning Enrollment

Partially Implemented

CCI CTE Indicator: In 2025 students completing pathways decreased by 3.5%

- 103 of the 538 seniors (19.1%) in the class of 2025 have met or are approaching prepared on the CCI indicator through completing a CTE pathway.
- 123 of the 545 seniors (22.6%) in the class of 2024 have met or are approaching prepared on the CCI indicator through meeting a CTE pathway.

Support and Expand CTE Programs

Partially Implemented

2025 Goal: Admin work with CTE Manager and CTE teachers to create a comprehensive CTE plan for baseline experiences by pathway and grade level.

Outcome: Need to revisit this goal and continue to build comprehensive CTE plan.

2025 Goal: Focus on Business Pathway. New instructors need support, open the Student Store and produce and sell products. Recruit 9th graders to enter the Business pathway.

Outcome: BHS hired a new business pathway teacher in 2025-26. Change in the 11th grade course from Design and Marketing to Sports Marketing to increase student interest and real-world experiences related to BHS Athletics.

2025 Goal: Increase outreach to feeders and current students to increase enrollment.

CTE Manager and student representatives have presented to all 9-11 grade students during Pre Registration sessions. They created a video and will have billboards on Shaw and 41 that will showcase CTE pathways at Bullard High. In Spring 2025, Bullard added presentations to 8th graders at Tenaya. A panel of student representatives spoke to all 8th graders about Bullard pathway opportunities.

Decrease Suspension Rate

Fully Implemented

The following actions were fully implemented:

- Behavior Expectations Video featuring the principal and vice principals to communicate schoolwide expectations related to safety, attendance, non-privilege lists, dances, food delivery, phone use, behavior in common areas, and other campus expectations.
- Social-emotional learning delivered through biweekly School Connect lessons to support students' social and emotional development.
- Restorative Counselor to support students who have peer to peer conflict.
- Biweekly House of Representatives (House of Reps) meetings to incorporate student voice in decisions related to school climate and cult
-
- ure.
- Professional learning for teachers focused on effective classroom management strategies, including implementation of the Levels of Misbehavior framework and collaboration with parents to address student behavior. Proactive management of Level 1 behaviors helps foster a positive learning environment where students are more likely to meet expectations.
- Restructuring the Reengagement Center to include an RCA for intake, a REC teacher for Tier 1 academic and behavioral support and Discipline VP of the week to support with Level 2 and Level 3 misbehaviors.
- Designating an administrator to implement Tardy Sweeps and manage the 5 star non-privilege list.
- Strategic placement of students in Men's Alliance and Women's Alliance courses to provide additional mentorship and support.
- Link Crew and CORE programs supported freshmen during orientation prior to the start of the school year and through ongoing support in freshman classes.
- Club Rush events encouraged student engagement and connection to the school community through participation in clubs.

Chronic Absenteeism

Fully Implemented

The following actions were fully implemented to support improved attendance. An administrator was designated to oversee attendance efforts, including raising awareness about the importance of regular attendance, implementing monitoring systems, and providing incentives for good attendance. In addition, attendance clerks and administrators were trained to ensure absences were **accurately coded and documented** in the attendance system.

The HSL and Alpha VP conducted SART meetings and provided intensive support services for students with persistent attendance challenges. These supports included counseling, family outreach, and collaboration with community agencies to address underlying barriers such as health concerns, transportation issues, or family responsibilities.

Additionally, regular attendance meetings were held with families who received truancy letters. Attendance expectations were also reinforced by requiring students to meet attendance requirements in order to attend school dances.

Improving School Climate

Fully Implemented

- **Staff socials** organized by the Spirit Teams (Columbia, Navy, and Silver) to strengthen staff connections and build a stronger sense of community.
- The **Climate and Culture Team (CCT)** produced a **monthly newsletter** highlighting topics and initiatives discussed during their meetings.

- **Climate and Culture Team members** presented to staff on strategies to strengthen relationships with students, such as **"This or That" and the "Two-by-Ten" strategy**. Teachers selected a strategy to implement in their classrooms. The team also provided professional learning on the **Climate and Culture Survey**, helping staff understand how the data supports student and staff growth and how supports can be aligned to increase students' sense of belonging on campus.
- **House of Representatives (House of Reps)** meetings were used to gather student feedback and share important information with students on a regular basis.
- The school partnered with the **Video Production class (Knight Watch)** to recognize and celebrate staff members and to remind students of available supports and resources, including social-emotional and academic services.
- Student of the Month recognition events were implemented to incentivize and celebrate students who demonstrate improvement in social-emotional growth and academic achievement.

Professional Learning Teams

Partially Implemented

To strengthen the recruitment and retention of staff who reflect the diversity of our community, we focused resources on fostering a collaborative culture through our Professional Learning Communities (PLCs). We emphasized the value of teachers working together—sharing best practices, addressing challenges, and supporting one another's professional growth. This teamwork-driven environment strengthened professional learning and made our site more attractive to educators.

We fully implemented the PLC+ process by ensuring that all teachers participated in a PLC and that each subject area had a designated PLC lead to guide the work using the *PLC+ Playbook for Instructional Leaders*. Key PLC focus areas were identified by the Instructional Leadership Team and aligned with WASC call-outs.

Fully Implemented:

- Established clear roles, responsibilities, and expectations for PLC members, emphasizing collaboration, shared leadership, and collective responsibility for student success.
- Defined each PLC's purpose and goals with a focus on student achievement, instructional effectiveness, curriculum alignment, assessment practices, and professional growth.
- Implemented the Common Challenge tuning protocol to support PLC Investigation Cycles and collaborative problem solving.

Partially Implemented:

- Began developing a Professional Learning Series facilitated by Instructional Leadership Team (ILT) members and expert teachers, focused on best practices in instruction, assessment, classroom management, and culturally responsive teaching.
- Leveraged ILT members to lead targeted professional learning sessions addressing diverse student needs and strategies to promote student success.

Not Implemented

- Initiated collaboration among ILT, PLC, CORE, and department leads to begin aligning grading practices and instructional approaches to promote greater consistency and equity across classrooms.

Family Engagement- Home School Liaison

Partially Implemented

Fully Implemented:

- Communicate to families about various events through Parent Square, Instagram, Facebook and our website.
- Communicate information regarding student involvement opportunities via Parent Square, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC
- Provided family engagement events that involve students and family (ex: Back to School Night and Bullard Showcase)
- Create community events and opportunities to increase parent involvement with BHS.

Partially Implemented:

- Provide learning opportunities for families on the use of email, Atlas, Edu text, and Microsoft Teams so parents can better monitor student progress and increase communication with teachers and counselors.
- Hosting monthly family engagement events such as workshops, seminars, and informational sessions tailored to diverse family backgrounds and perspectives.

Not implemented:

- Provide parents with transportation to increase engagement.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Proficiency in Literacy

Partially Effective

ELPI Level metric - Designating an ELA teacher for three periods to provide targeted intervention for English Learners has proven **highly effective**, as evidenced by ELPI growth data. A total of 47.6% of EL students increased by at least one ELPI level, significantly exceeding our target goal of 22.9%. Similarly, 47.5% of Long-Term English Learners (LTELs) improved by at least one ELPI level, surpassing the target goal of 28%. The results highlight the need for a dedicated ELA Intervention Teacher, as our current staffing allocations do not include this position. While all teachers provide Tier 1 instruction and classroom-based supports, students across performance levels require Tier 3 academic interventions delivered through targeted pull-out support. To address this need, we will continue to use site funds to buy out teacher prep periods, allowing teachers to pull students during the instructional day and provide focused, individualized intervention.

The actions were partially effective in improving performance on the ELA SBAC. Although we did not meet our target goals, overall student performance showed slight improvement. The All Students group scored 0.4 Distance from Standard, reflecting growth from the previous year (-5.4). Additionally, 52.2% of students met or exceeded standards; however, significant achievement gaps persist among multiple student groups.

Proficiency in Mathematics

Ineffective

The actions implemented in Math to increase Math proficiency and close the gap in DFSM were not effective. We did not meet our target goals, instead the DFSM increased for All Students as well as the English Learner, Hispanic, Students with Disabilities (SWD), and Socioeconomically Disadvantaged student groups.

Currently, there are some existing structures and resources in place to support student achievement in math. These include weekly PLC meetings where teachers collaborate on instructional practices and work toward identifying and aligning essential standards needed to prepare students for success on SBAC. In addition, a designated Math Intervention or Plus teacher provides targeted academic support by pulling out students during the instructional day based on teacher referrals. Many math teachers are also implementing *Building Thinking Classrooms* instructional practices to help develop students' resilience and perseverance through problem-solving. However, because these practices are relatively new and many students are first exposed to them at the high school level, some students may initially struggle with the level of persistence required.

Additionally, testing conditions may have impacted student performance.

Support & Expand AP and Dual Enrollment Offerings

Effective

AP Expansion: We have had an increase in students taking AP and an increase in the amount of tests administered. We have also seen an increase in students passing the AP exam.

In 2024-25 610 AP students took 941 exams. In 2025-26 we have 701 taking 1082 exams.

Pass rates overall increased from 47% in 2024 to 54.79% in 2025.

While we do not anticipate a significant expansion of our AP program, our primary focus remains on maintaining and improving our increasing pass rates. To support this goal, we have made staffing adjustments and will be sending teachers to AP Training this summer. Additionally, we aim to boost enrollment in our existing AP courses.

CTE and Linked Learning Enrollment

Partially Effective

BHS has maintained a strong CTE program for many years. We offer 7 different pathways and many opportunities for our students to get real world experiences.

Law: 222 students
Biomedicine: 230 students
Sports Medicine: 56 students
Teachers Academy: 50 students
Photo: 147 students
Robotics: 48 students
Business: 225 students

Support and Expand CTE Programs

Partially Effective

From 2024 to 2025 our graduates who are completing the pathway sequence to show prepared on the CCI indicators has decreased.

- 103 of the 538 seniors (19.1%) in the class of 2025 have met or are approaching prepared on the CCI indicator through completing a CTE pathway.
- 123 of the 545 seniors (22.6%) in the class of 2024 have met or are approaching prepared on the CCI indicator through meeting a CTE pathway

We have a lot of competing programs and opportunities for students. We encourage students to choose what interests them and to try different things. Completing a pathway is down but enrollment in pathway courses is strong.

We are struggling with Linked Learning and making core connected classes meaningful from the pathway lens. We are exploring alternative options.

Decrease Suspension Rate

Effective

The actions taken to reduce the suspension rate for all students during Semester 1 were effective, as evidenced by the Needs Assessment metrics. Our target rate for Semester 1 Suspensions was 9.7%, and the actual rate decreased to 4.6%, representing a substantial reduction in suspensions among all students. Additionally, the California Dashboard indicates that the suspension rate for the 2024–2025 academic year declined by 3.3%, with 7.5% of students suspended at least one day.

We believe that the **Behavior Expectations Video**, along with grade-level behavior presentations held in the gym, increased student awareness of schoolwide expectations. Additionally, restructuring the **Reengagement Center** has created a more streamlined process for supporting students who are referred out of class for Level 2 and Level 3 misbehaviors. The presence of a **restorative counselor** on campus has also helped mitigate verbal conflicts and prevent some situations from escalating into physical altercations.

While suspension rates decreased last year, we are currently seeing an **increase in THC vape use and possession on campus**. Due to safety concerns, students who are under the influence and unable to function in the classroom are sent home with suspension. In addition, while restorative practices and mediation are offered, some students decline to participate in **peer-to-peer mediation**, and conflicts may escalate into **physical altercations**, resulting in suspension due to violations of **Education Code 48900**.

Chronic Absenteeism

Partially Effective

Several strategies helped reinforce attendance expectations. Tardy sweeps helped establish consistent expectations around punctuality and increased awareness among students that arriving late to class would result in intervention. Communication with families through phone calls and Parent Square also helped increase awareness of attendance expectations. The SART and SARB processes provided structured intervention opportunities for students who demonstrated ongoing attendance concerns.

Bullard currently has several structures in place to support attendance improvement, including the tardy sweep system, parent communication through Parent Square, the SART and SARB intervention process, counseling support services, and collaboration with the district attendance team. These systems provide both accountability and support for students experiencing attendance challenges.

While the systems in place have improved awareness and accountability around attendance, they have not yet fully produced the level of improvement desired. This is likely due to factors outside of the school's direct control, such as housing instability, family responsibilities, and transportation challenges. Additionally, some interventions occur after attendance patterns have already developed, making it more difficult to reverse those patterns.

Some gaps remain in the current system, including the need for earlier identification of students at risk of chronic absenteeism, more proactive intervention before students reach the chronic absenteeism threshold, and increased family engagement around attendance expectations.
One key lesson learned is that consistent monitoring of attendance data and early intervention are critical in preventing chronic absenteeism. Strong collaboration between administration, the HSL, counselors, and support staff was also essential in addressing attendance concerns. These collaborative efforts and structured intervention systems can continue to be refined and replicated moving forward to improve attendance outcomes.

Improving School Climate

Partially Effective

The actions taken to improve School Climate on campus were **partially effective**. The family engagement domain of the Fall Climate & Culture family survey showed very positive results, with 90% favorable responses, exceeding the current target of 81.9%. The staff culture domain in the Fall Climate & Culture staff survey showed 91% favorable responses, which is slightly below the current target of 92.5%. In the student health and wellness domain, the Fall Climate & Culture student survey showed 77% favorable responses.

Several actions contributed positively to strengthening school climate and student engagement. Staff socials organized by the Spirit Teams (Columbia, Navy, and Silver) helped build stronger relationships among staff members. The Climate and Culture Team CCT members provided professional learning to staff on relationship-building strategies such as "This or That" and the "Two-by-Ten." Teachers selected strategies to implement in their classrooms, which helped strengthen teacher–student relationships and contributed to a more supportive learning environment. Several existing structures and resources supported these efforts. The House of Representatives (House of Reps) meetings provided a consistent platform to gather student feedback and communicate important information to students. Partnering with the Video Production class (Knight Watch) allowed the school to celebrate staff members and highlight the supports and resources available to students, including social-emotional and academic services. Additionally, Student of the Month recognition events helped reinforce positive behavior and recognize students who demonstrated growth in social-emotional development and academic achievement.

Overall, many of the systems and structures currently in place have supported improvements in school climate and communication. However, some systems could be strengthened by ensuring more consistent implementation across classrooms and by continuing to provide professional learning to support relationship-building practices. Key lessons learned include the importance of intentional efforts to build relationships and create a positive school culture. Leveraging staff leadership through teams such as the Climate and Culture Team and Spirit Teams proved to be a strong asset.

Professional Learning Teams

Partially Effective

The implementation of the PLC+ process strengthened staff collaboration and contributed to a positive professional culture that supports staff recruitment and retention. All teachers participated in PLCs, and each department had a designated PLC lead who guided the work using the PLC+ Playbook for Instructional Leaders. Clear roles, expectations, and shared responsibility for student success helped create a collaborative environment focused on student achievement, instructional effectiveness, curriculum alignment, and assessment practices. PLC teams also used the Common Challenge tuning protocol to support Investigation Cycles and collaborative problem solving.

Existing structures that supported this work include the Instructional Leadership Team (ILT), PLC leads, and regular PLC meeting time. These structures allowed teachers to share best practices, analyze instructional challenges, and align their work with site priorities and WASC call-outs. While PLC collaboration has been fully implemented, some efforts were only partially implemented. The development of a Professional Learning Series led by ILT members and expert teachers began but has not yet been fully established. Additionally, collaboration among ILT, PLC, CORE, and department leads to align grading practices and instructional approaches was not implemented, resulting in some inconsistencies across classrooms.

Family Engagement- Home School Liaison

Partially Effective

Efforts to strengthen family engagement were supported through **consistent communication** and opportunities for families to participate in school events. The school regularly communicated information to families through Parent Square, Instagram, Facebook, the school website, newsletters, and the master calendar. Families also received information about student involvement opportunities through Parent Coffee Hours, ELAC, and SSC meetings. In addition, family-centered events such as Back to School Night and the Bullard Showcase helped increase family awareness of school programs and provided opportunities for families to connect with staff and learn about student supports.

Existing structures that supported this work include established communication platforms such as Parent Square and the school website, as well as engagement opportunities through ELAC, SSC, and Parent Coffee Hours. These systems help ensure families receive consistent information about school programs, events, and student opportunities.

While communication with families has been strong, some initiatives were only **partially implemented.** Efforts to provide learning opportunities for families on how to use platforms such as email, Atlas, EduText, and Microsoft Teams began but have not been fully implemented. Similarly, plans to host monthly family engagement workshops tailored to diverse family backgrounds are still developing. Providing transportation for families to attend events was not implemented, which may limit participation for some families.

A key lesson learned is that consistent communication through multiple platforms helps keep families informed and connected to the school community. Continuing to expand family workshops and addressing barriers such as transportation will help increase participation and strengthen family engagement moving forward.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made next school year.

Instructional Shifts / Action Steps

1. Increase exposure to SBAC-aligned tasks across all math courses. Provide Math and ELA PLCs site funded planning days in addition to weekly one hour PLC meetings.
   Algebra I, Geometry, and Algebra II teachers will incorporate SBAC-style questions and performance tasks throughout the year to ensure students regularly practice the rigor and format of the assessment.

2. Implement targeted intervention for students below standard. Fund a designated math intervention teacher (PLUS teacher).
   Provide small-group and individualized intervention during the instructional day to address foundational math skill gaps and support students performing significantly below standard.
3. Strengthen mastery expectations and academic accountability. Provide opportunities for teachers to engage in vertical articulation to ensure continuity of academic expectations.
   Establish consistent expectations for demonstrating mastery of prerequisite skills before advancing to higher-level math courses to ensure students build strong foundational knowledge.
4. Fund credentialed staff to provide comprehensive after school tutoring.
5. Site fund professional learning and conferences related to Evidence Based Grading practices.
6. Continue instructional walks to build lead teacher capacity.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

From March 2026 SSC meeting around SPSA:

- Need better tutoring opportunities for all students.
- Fund school day intervention teachers in both Math and ELA
- Fund after school tutoring
- Improve after school program for students who are not involved in sports or clubs.
- Continue holding House of Reps meetings to use student voice in decision making. Create more opportunities for students to get involved in making decisions for Bullard.
- Expand student advisory panels.

ELAC:

- Need better tutoring opportunities for all students.
- Targeted interventions for English Learners. Ensure EL students receive push-in and pull out support.
- Culturally responsive teaching practices.

Staff:

Feedback from staff was gathered via Microsoft Forms in February of 2026:

- Build embedded intervention periods and tutoring blocks into the school day.
- Need to do more work with explicit instruction of soft skills during freshmen year. Students come in struggling with time management, and organization, and more frontloading in these areas would be helpful across grades and disciplines. We also need to continue pushing for literacy across content areas, as critical thinking, reading, and writing skills are necessary for all A-G requirements.
- Grade level books for Chicano and Race and Social Justice classes.
- Tutoring, community partnerships.
- A larger number of classes that are available to students to complete their requirements. Greater selection of courses.
- More tutors for students and after school programs that focus on helping students with their A-G requirements.
- Hold workshops that involve parents to help out more with academics at home.
- We need more computers, perchance, a classroom set. Or at least, 3 extra laptops per classroom if not a whole class set to help accommodate.

- Language supports for students that speaking English as a second language.
- I truly feel like we have enough resources and supports. Students need to actually utilize the resources.
- Especially for math, the earlier students can receive intervention services will lead to being on track later on. Waiting too long to intervene leads to students with gaps in their foundational skills. This only compounds as they move up in grade level.
- Can we have college fairs on campus to promote college awareness, please. Also invite them to come during lunch time too. Without a vision people perish. Seeing colleges here on campus can provide a better future vision for our students.
- More plus teachers for all subjects. Like how math is doing pull outs for students who have a D and F. We need that for all departments such as science and English. More in school suspension with work!
- Continue to supply students with plus teacher(s), additional tutor(s) for after school, athletes taking math courses at beginning part of the day so they do not miss core classes.
- Run A-G progress report to identify students off track. Summer bridge or intervention programs. Promote A-G completion as a schoolwide expectation. Recognize students who complete A-G milestones (9th,10th,11th checkpoints) . Collect A-G to college visits, scholarship and career opportunities.
- We should bring back Saturday School for students who need to improve grades and attendance. I had a major drop in my D/F rate when I required students to attend Saturday School. Also, having extra food budgets for Saturday School to draw in students to attend.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy Action

Action Details

College & Career Readiness

Based on the current needs assessment metrics, 52.2 % of students met or exceeded standards in SBAC ELA. Our goal is to increase **ELA SBAC proficiency by 5%** and improve **Distance From Standard (DFS) by +15 points.**

A key component of our Literacy Action Plan involves:

- Strengthening reading volume and stamina, students do not read enough complex texts
- Use **common writing rubrics aligned to SBAC** across the department.
- Prioritize **3 core SBAC writing types:** Argumentative writing; Informational/explanatory writing: Performance Task writing.
- Provide **explicit instruction in claim development, evidence integration, and analysis.**
- Use **diagnostic data at the beginning of the year** to identify students needing support.
- Implement **Tier 3 pull-out interventions during the school day** for struggling readers.
- Establish **schoolwide literacy expectations across all departments**.
- Provide **professional learning for non-ELA teachers** on supporting reading and writing skills.
- Incorporate **SBAC-style questions and rubrics across subjects**.
- Share **ELA SBAC results with all teachers based on their student rosters**.
- Provide **dedicated PLC time for ELA teachers to analyze SBAC and interim assessment data**.
- Administer **FIABs and SBAC-style formative assessments** throughout the year.

Bullard's literacy plan is designed to address the specific needs of students struggling with literacy, aiming to increase academic performance and SBAC ELA scores. We are going to create a teacher-led committee involving representatives from every department; we will ensure that high-quality literacy instruction is integrated across all classes, not just in ELA. By utilizing resources such as "This is Disciplinary Literacy" and "This is Disciplinary Literacy in Action," teachers will be equipped to implement effective literacy strategies tailored to their subject areas.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Bullard will implement a Multi-Tiered System of Supports (MTSS) to enhance literacy skills for all students.

- **Tier 1:** All teachers will reinforce foundational Common Core skills through professional learning, collaboration, and high-quality first instruction. PLC time will be dedicated to analyzing student learning, sharing best practices, and ensuring the consistent implementation of our Guaranteed and Viable Curriculum (GVC). Department and PLC goals will include embedding targeted interventions within instructional time, guided by formative assessment data, and frequent CFUs throughout the lessons. Literacy instruction will be integrated across all subject areas, including science, social studies, math, and electives, with a focus on subject-specific literacy skills. Technology, including hardware, software, and online platforms like Springboard, will be used to enhance teacher feedback on student writing. Class meetings will be delivered to support all students with social-emotional learning.

  Tier 2: Department and PLC goals will include targeted interventions within instructional time based on formative assessment results. Support strategies will include strategic student grouping, reteaching, technology-based interventions, PLUS teacher support, and co-teaching to assist struggling students. The REC teacher will provide regular check-ins with students identified as Tier 2. Supplemental contracts for content teachers to provide tutoring services for identified students.

  Tier 3: Intensive interventions will include teacher-led tutoring during the day and after school, expanded PLUS teacher support, and a strategic deployment of services. COST meetings will identify students with significant academic or behavioral challenges and create a plan for individualized support. To address gaps in learning, we will continue implementing targeted RTI strategies and a comprehensive after-school program. This program will feature certificated teachers, on-campus tutoring from external providers, and peer tutoring opportunities. Parent conferences, attendance conferences, and the SARB process to support families who are habitually truant or chronically absent.

This framework will prioritize **effective first instruction**, **professional development**, **collaborative planning**, **backward mapping with common formative assessments**, **equitable grading practices, performance tasks**, and a range of intervention strategies.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

At Bullard High School, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

- Implement a structured English Language Development (ELD) program that focuses on language acquisition, vocabulary development, grammar skills, listening, speaking, reading, and writing proficiency.
- Provide targeted interventions and differentiated instruction based on EL students' English proficiency levels as assessed by standardized language proficiency tests (e.g., ELPAC).
- Offer small-group instruction, language labs, peer tutoring, language-rich activities, and English language support classes to accelerate language acquisition and mastery.

Reduction in Long-Term EL Status:

- Develop and implement a Long-Term English Learner (LTEL) support program that addresses the specific needs of students who have been classified as LTEL based on established criteria and language proficiency benchmarks.
- Provide intensive language support, academic interventions, personalized learning plans, progress monitoring, and collaboration with parents/guardians to help LTEL students progress toward English proficiency and academic success.

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.

- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language.
- Home School Liaison will engage in-home visits to Spanish-speaking homes.
- Communication home will be translated into students' home language as well as English.
- Use of para-professional bilingual 7-hour position
- Provide the beginning and intermediate ELD courses.
- Use of parenting classes for our Spanish-speaking parents to aid in supporting their students in school.
- Incorporate ELD components of GVC in ELA, History, and Science classes to support the language development of both English speakers and English Learners
- Provide professional learning for our staff on how to support our EL students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in ELA, Science, Math and History.
- Fund an additional ELA Support class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.
- Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.
- Provide stipends for teachers or community mentors to meet regularly with students and track progress.
- Fund field trips to increase motivation and relevance.
- Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.
- Send teachers to conferences to further their learning in innovative and evidence based instructional strategies and grading.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, **coteaching training for teachers,** SEL supports, and availability of HSL for improved communication and navigating school resources**.** Stipends for certificated teachers to provide structured intervention, push-in/pull-out and reteaching. Provide substitutes for PLC team members to analyze District Interim Assessments, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in literacy and math.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

To support Students with Disabilities (SWD) and improve their academic progress, the school will implement the following actions: Our site will ensure that **IEP and 504 meetings are scheduled after school** whenever possible to allow general education teachers to attend and provide input regarding student progress toward goals and access to grade-level curriculum. Professional learning will be provided to teachers working in **co-teaching instructional settings** to strengthen collaboration between general education and special education teachers and ensure effective implementation of inclusive instructional practices. School leadership will maintain **ongoing communication with case managers** regarding students' social-emotional well-being, behavior, and academic progress in order to provide timely interventions and coordinated support. Our site will collaborate with the **PLUS teacher to establish a caseload of SWD students participating in Check-In/Check-Out (CICO)** supports to monitor student engagement, organization, and academic accountability. Teachers will **review and implement all IEP accommodations and modifications** to ensure SWD students have equitable access to instruction and assessments. The **Home School Liaison (HSL)** will support communication with families regarding student academic progress, attendance, and behavior to strengthen family engagement and support systems for SWD students. Through **Professional Learning Communities (PLCs)**, teachers will design **grade-level, standards-based instructional units** that incorporate evidence-based strategies to support literacy development and access to complex texts for SWD students. PLCs will utilize the **PLC+ Investigation Cycle** to identify a **common literacy challenge affecting SWD students**, select a focal group of students, and implement targeted instructional strategies while monitoring progress through formative assessments.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To strengthen family engagement and support the academic progress of Students with Disabilities (SWD), the school will provide multiple opportunities for families to participate in their child's educational experience. Families will be invited to attend **IEP and 504 meetings scheduled at accessible times**, allowing parents/guardians to actively collaborate with teachers, case managers, and support staff in developing and monitoring student goals and accommodations.

The school will provide **clear and consistent communication with families** through Parent Square, phone calls, and meetings to share updates on students' academic progress, behavior, and social-emotional well-being. The **Home School Liaison (HSL)** will assist families in understanding available school resources, academic supports, and strategies they can use at home to reinforce literacy and learning.

Professional Learning

Describe Professional Learning related to this action.

To support improved literacy outcomes and increase SBAC ELA performance for ALL students and SWD, the school will provide ongoing evidence based professional learning during All Staff Meetings focused on strengthening **reading, writing, and disciplinary literacy practices across all content areas.**

Professional learning will focus on increasing **student exposure to complex texts and building reading stamina** through structured reading routines and close-reading strategies. Teachers will also receive training on providing **explicit writing instruction**, including claim development, evidence integration, and analytical writing aligned to SBAC expectations. The ELA department will utilize **common writing rubrics aligned to SBAC** and prioritize instruction in the three primary SBAC writing types: **argumentative, informational/explanatory, and performance task writing**. Teachers will engage in calibration activities to ensure consistent expectations for student writing across classrooms.

Professional Learning Communities (PLCs) will be provided **dedicated collaboration time** to analyze SBAC and interim assessment data, identify student learning gaps, and plan targeted instructional strategies. Teachers will use diagnostic data at the beginning of the year to identify students requiring additional support and will monitor progress through **FIABs and SBAC-style formative assessments administered throughout the year**.

To support students who are significantly below standard, teachers and the ELA PLUS teacher will collaborate on implementing **Tier 3 pull-out interventions during the instructional day** to provide targeted literacy support for struggling readers.

Recognizing that literacy development must occur across all subject areas, the school will implement **schoolwide literacy expectations** and provide professional learning for non-ELA teachers on integrating reading and writing strategies into their content areas. Teachers will incorporate **SBAC-style questions and writing rubrics across subjects** to strengthen students' analytical reading and writing skills.

As part of Bullard's literacy plan, the school will establish a **teacher-led literacy committee with representatives from each department** to guide the implementation of disciplinary literacy practices across the campus. Teachers will utilize resources such as *This is Disciplinary Literacy* and *This is Disciplinary Literacy in Action* to support the integration of literacy strategies tailored to different content areas. This approach ensures that students develop the reading, writing, and analytical skills necessary for success in all subjects and on the SBAC ELA assessment.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Weekly communication regarding Instructional Focus in the classroom. (Learning Intentions, Success Criteria, High Level and Accountable Questions, CFU strategies, Engagement Strategies, Academic Discourse, Student Ownership). The outcomes will be measured through classroom walkthroughs utilizing the Knight Walks tool. Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration pull Atlas Gradebook Snapshot reports.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results: Decrease the distance from standard measured by 15 points for ALL students. Outcomes measured by growth from distance from standard.

Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs.

ELA PLC teams will continue identifying essential standards for their units that support student proficiency/met standards in CAASPP and ELPAC. Outcomes monitored by Principal and VPs.

ELA Plus teacher will support for Tier 2 students. Outcomes monitored by supervising VP.

Provide ELA Teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results and Essential Standards to inform instruction, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP.

Focus on the well-being of every student through comprehensive academic and social-emotional support. Outcomes monitored by the teachers, REC teacher, SE team, Site Admin.

Regular analysis of D/F data including conversations with teachers who have high rate of D/F. Outcomes monitored by supervising VP.

After school tutoring that supports student literacy in multiple school subjects and decreasing D/F rates. Outcomes monitored by classroom teachers and supervising VP.

Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs.

ELPAC Reclassification: ELA Plus teacher and supervising VP , Principal will plan strategically for ELPAC student data chats, teachers professional learning in EL Instructional Strategies and set goals for student achievement on ELPAC. Outcomes will be measured by PLCs, ELA Plus Teacher, supervising VP and Principal.

Board adopted Interim Goal: From June 2024 to June 2028, the percentage of 9th and 10th grade students who receive at least one "D" or "F" on their report card at the end of the semester will decrease from 55.2% to 38.2%.

Interim Assessment Results: From February 2025 to February 2028, the percentage of 9th -11th grade students who achieve "nearly met" or higher on the district interim assessments/ benchmark in mathematics and ELA will increase from 70% to 85%.

Outcomes monitored by Principal, VPs and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Action

Action Details

College & Career Readiness

Bullard High School is committed to improving student achievement in mathematics by ensuring **high-quality instruction in every math class**. Math teachers across **Algebra I, Geometry, and Algebra II** will incorporate SBAC-style questions and performance tasks into daily instruction to ensure students are regularly exposed to the rigor and format of the SBAC assessment. Teachers will emphasize mathematical reasoning, problem solving, and explanation of thinking aligned to SBAC standards. **PLCs will analyze SBAC released items and Interim Assessment Blocks (IABs/FIABs) to align instruction with the expectations of the assessment.**

Math PLCs will continue to use **dedicated planning time** to review standards, analyze student work, and adjust instructional materials to better align with SBAC expectations. Teachers will emphasize conceptual understanding, mathematical discourse, and problem-solving strategies to support deeper learning and improved performance on complex tasks. Instruction will prioritize mastery of foundational standards to ensure students develop the skills necessary for success in higher-level math courses. Counselors, teachers, and administrators will collaborate to ensure students are placed in appropriate math courses based on demonstrated learning and teacher recommendations.

The school will implement strategies to increase **student awareness of the importance of the SBAC assessment** and its potential impact on college placement. Prior to testing, the school will promote SBAC awareness through schoolwide messaging, student recognition, and motivational campaigns to encourage students to demonstrate their best effort. Incentives and recognition opportunities may be implemented to promote student engagement and effort during the assessment.

Math PLCs will regularly analyze SBAC results, interim assessment data, and common formative assessments to identify learning gaps and adjust instruction. Teachers will administer SBAC-style formative assessments throughout the year to monitor progress and identify students requiring additional academic support.

We will continue supporting students with extra math support through Math Plus Program and paying certificated teachers to provide math tutoring after school.

The above actions were designed based on math teacher's input.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Bullard will implement a Multi-Tiered System of Supports (MTSS) to enhance math achievement for all students.

- **Tier 1**: Every math classroom will emphasize foundational Common Core math skills through professional learning, collaboration, and strong first instruction. Department/PLC goals will include targeted intervention during the instructional time that is based on student results derived from formative assessments. Substitutes to release teachers for collaboration in their PLC teams.

- **Tier 2**: Support will include strategic student grouping, reteaching, technology-based interventions, **PLUS teacher support**, and co-teaching to assist struggling students. REC teacher will check in with students who are deemed as Tier 2. SST (Student Success Team) meetings to determine interventions and SE support.
- **Tier 3**: Targeted interventions will involve teacher-led tutoring, intensified PLUS teacher support, and strategic deployment of services. Intensive, individualized interventions for students with significant academic or behavioral challenges.

This framework will prioritize **effective first instruction**, **professional development**, **collaborative planning**, **backward mapping with common formative assessments**, **equitable grading practices, performance tasks**, and a range of intervention strategies.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Provide PL designed to provide basic EL information (EL data resources, Ellevation platform, ELPAC information, reclassification criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide small-group instruction
- Provide training and ongoing support for the teachers and interventionists who provide the small-group instruction
- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language
- Home School Liaison will engage in-home visits to Spanish speaking homes
- Communication home will be translated into students' home language as well as English
- Use of para-professional bilingual position to support ELD students in mathematics classes
- Professional learning to support math teachers with ELD integration

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Hispanic (HI): English Learner (EL) Students with Disabilities (SWD): Socio-economically Disadvantaged (SED):

Pay existing math teachers to provide academic support during the school day to low performing student groups. (Math Plus Program)

Fund after school stipends for teachers for additional after-school math tutoring.

Fund an additional Math class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.

Offer academic activities during the summer bridge program to help students strengthen math skills.

Provide stipends for teachers or community mentors to meet regularly with students and track progress.

Fund field trips to increase motivation and relevance.

Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for **Hispanic (HI), English Learner (EL) Students with Disabilities (SWD), Socio-economically Disadvantaged (SED).**

Expand math teachers' capacity to implement **engaging, student-centered instruction** with professional learning workshops in Building Thinking Classrooms. Use Title I funds for incentives (gift cards, certificates, or small rewards) to encourage attendance at tutoring or intervention programs.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Hispanic (HI), Students with Disabilities (SWD), and English Learners (EL): With 7090/7091 funds, we plan to support these student groups through expanded tutoring during the school day and after school; professional development for teachers on differentiated instruction for English Learners; co-teaching training for teachers; restorative and social-emotional learning (SEL) practices; and increased availability of the HSL to improve communication with families and help them navigate school resources.

Additional supports will include ELD-focused intervention programs and curriculum, Interact Fellow support for newcomer students, ELAC meetings, and increased parent engagement through workshops and engagement hours.

We will also provide extra pay periods for certificated math teachers to deliver structured intervention and reteaching, as well as release time for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental instructional materials will be provided to support classroom learning.

Further supports include extra pay contracts for teachers or staff mentors to check in weekly with struggling students on math goals; funding for parent workshops, materials, and incentives to strengthen home support; transportation and entry fees for students to visit college math programs. Small incentives (e.g. snacks and certificates) will be provided to encourage participation in tutoring and mentoring and to recognize student improvement. The school will also host celebration events or awards ceremonies to highlight student growth and success in mathematics.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Manages regarding student SE well being, behavior and academic concerns. Provide comp time to teachers who cover classes for other teachers to attend the IEPs.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic **CICO** - Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance.

Socio-economically Disadvantaged (SED): Use iReady, SBAC, and previous math performance data to identify students struggling in math. Share the data with math PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and confidence in math. Establish pull-out or push-in math support during advisory or Support Periods for struggling students. Ensure PLC teams regularly analyze data on student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between Algebra 1, Geometry, and Algebra 2 to prevent skill gaps that disproportionately affect students. Train and recognize high-performing students as peer tutors for struggling peers.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To strengthen family engagement and support the academic progress of **Hispanic (HI): English Learner (EL) Students with Disabilities (SWD): Socio-economically Disadvantaged (SED):** the school will provide multiple opportunities for families to participate in their child's educational experience. Families will be invited to attend Back to School Night, Open House; Summer Mixer and family engagement hours to create a partnership between school and parents. **IEP and 504 meetings will be scheduled at accessible times**, allowing parents/guardians to actively collaborate with teachers, case managers, and support staff in developing and monitoring student goals and accommodations.

The school will provide **clear and consistent communication with families** through Parent Square, phone calls, and meetings to share updates on students' academic progress, behavior, and social-emotional well-being. The **Home School Liaison (HSL)** will assist families in understanding available school resources, academic supports, and strategies they can use at home to reinforce literacy and learning.

Professional Learning

Describe Professional Learning related to this action.

To support improved Math outcomes and increase SBAC Math performance for **Hispanic (HI), Students with Disabilities (SWD), and English Learners (EL)**, the school will provide ongoing evidence based professional learning during All Staff Meetings focused on strengthening **reading, writing, and disciplinary literacy practices across all content areas.**

Math Professional Learning Communities (PLCs) will be provided **dedicated collaboration time** to analyze SBAC and interim assessment data, identify student learning gaps, and plan targeted instructional strategies. Teachers will use diagnostic data at the beginning of the year to identify students requiring additional support and will monitor progress through **FIABs and SBAC-style formative assessments administered throughout the year**.

To support students who are significantly below standard, math teachers and the Math PLUS teacher will collaborate on implementing **Tier 3 pull-out interventions during the instructional day** to provide targeted literacy support for struggling readers.

Math teachers will continue strengthening their instructional practices in Building Thinking Classrooms.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Weekly communication regarding Instructional Focus in the classroom. (Learning Intentions, Success Criteria, High Level and Accountable Questions, CFU strategies, Engagement Strategies, Academic Discourse, Student Ownership). The outcomes will be measured through classroom walkthroughs utilizing the Knight Walks tool. Outcomes monitored by Principal, VP, and teachers.

Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs.

Math PLC teams will continue working on identifying the Essential Standards needed for success in the current and future math classes. Outcomes monitored by PLCs.

Continue utilizing Math Plus teacher support for Tier 2 students. Outcomes monitored by supervising VP.

Provide Math Teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results, Essential Standards, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP.

Refine the vertical articulation between Algebra 1, Geometry, Algebra 2 and beyond. Outcomes monitored by the department chair.

Focus on the well-being of every student through comprehensive academic and social-emotional support. Outcomes monitored by the teachers, REC teacher, SE team, Site Admin.

Regular analysis of D/F data including conversations with teachers who have high rate of D/F. Outcomes monitored by the site admin.

Comprehensive after school program that includes math tutoring by certificated math teachers in Algebra 1, Geometry, Algebra 2. Outcomes monitored by the Department Chair and PLCs.

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration to pull Atlas Gradebook Snapshot reports.

Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs.

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results: Decrease the distance from standard measured by 15 points for all student groups. Outcomes measured by growth from distance from standard.

Increase percentage of students meeting or exceeding standard.

Board adopted Interim Goal: From June 2024 to June 2028, the percentage of 9th and 10th grade students who receive at least one "D" or "F" on their report card at the end of the semester will decrease from 55.2% to 38.2%.

Interim Assessment Results: From February 2025 to February 2028, the percentage of 9th -11th grade students who achieve "nearly met" or higher on the district interim assessments/ benchmark in Mathematics and ELA will increase from 70% to 85%.

Outcomes monitored by Principal, VPs and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Support & Expand AP and Dual Enrollment Offerings

Action Details

College & Career Readiness

Maintaining current Dual Enrollment and Advanced Placement course offerings, increasing enrollment, and raising AP pass rates in 2026-27 will enhance graduates' college and career preparedness. In 2026-27, Bullard High will offer 11 SCCCD DE courses and 4 Step Up HBCU DE courses during the school day. The focus will be on increasing enrollment and ensuring that classes provide high-quality educational opportunities so that students have the best probability of passing the course and the test if a test is available.

Dual Enrollment:

From 2024-25 to 2025-26, Dual Enrollment college credit courses and AP offerings at Bullard High School increased slightly. The number of Dual Enrollment students rose from 341 to 391 dual enrollment students enrolled. There has also been a rise in summer and asynchronous dual enrollment opportunities. Bullard students and families are very interested in enrolling their students in college-level coursework, helping them become better prepared for college and earn credits to get ahead. We met our goal is to increase our number of total DE students from 341 to 380.

In 2025-26 we took all Dual Enrollment students to tour Fresno City College, get their students IDs and learn more about Fresno City College opportunities. We will continue to offer field trips to our Dual Enrollment students.

AP:

In 2024-25 610 AP students took 941 exams. In 2025-26 we have 701 taking 1082 exams.

Pass rates overall increased from 47% in 2024 to 54.79% in 2025.

We have made some staffing changes and are sent 3 teachers to 2025 AP Training. We will send additional teachers to train this summer in order to continue our trend of increased pass rates.

2025-26 AP Expansion:

Bullard has increased the number of AP students and added 1 new AP course, AP Precalculus but did not offer AP Computer Science this year due to low enrollment.

Bullard offers 18 AP courses.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

AP Lead (Site Fund)

- Leads AP PLC
- Reviews and shares AP data
- Oversees student AP Ambassadors to help with tutoring and recruitment
- Plans activities and field trips for AP students

Dual Enrollment Lead (Site Fund)

- Onboard new instructors and facilitators
- Creates incentives and recruitment materials
- Co-Coordinate field trip to Fresno City College
- Assists with submitting and organizing college applications, AB30 paperwork, and rosters.
- Create and maintain Best Practices and training documents for DE instructors and facilitators

AP/Dual Enrollment Counselor

- Works with CCR and FCC counselor to ensure students are enrolled and in the correct sections
- Organizes and leads workshops to assist students in completing college applications and paperwork to enroll
- Coordinates and submits course and section rosters
- Monitors student's grades and is the point person for instructors and facilitators
- Monitors drop dates and student progress
- Coordinates African American recruitment luncheon, celebrations, awards, and recognitions
- Organizes parent information night/Open House
- Meets with students who are struggling, contacts parents, and offers support
- Assists with disseminating materials such as books, calculators, etc.
- Co-Coordinate field trip to Fresno City College
- Lead Counselor for Step Up Program

CTE Coordinator

- Field trips to college campuses and businesses
- Career skills challenge
- Technology--including site licenses for instructional technology
- Recruitment and retention of students in CTE and Linked Learning courses as a percentage based on seats available for students
- Strategic student meetings to help with program retention
- Collection of agendas and meeting minutes from Linked Learning PLCs showing evidence of project collaboration from the PBL template and strategies for student success and engagement
- Implementation of PBL design rubric for common formative assessment
- Align pathway Common Formative Assessments with the district graduate profile
- CTE Coordinator will work with CORE group to help support student success in the 9th-grade
- Monitoring student completion of CALPADS requirements
- Track activity tool for student success

- Monitor NAF assessments D's and F's of students in CTE courses and Linked Learning classes
- Work with NIC to increase enrolment for SWD

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

At Bullard High School, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

- Implement a structured English Language Development (ELD) program that focuses on language acquisition, vocabulary development, grammar skills, listening, speaking, reading, and writing proficiency.
- Provide targeted interventions and differentiated instruction based on EL students' English proficiency levels as assessed by standardized language proficiency tests (e.g., ELPAC).
- Offer small-group instruction, language labs, peer tutoring, language-rich activities, and English language support classes to accelerate language acquisition and mastery.

Reduction in Long-Term EL Status:

- Develop and implement a Long-Term English Learner (LTEL) support program that addresses the specific needs of students who have been classified as LTEL based on established criteria and language proficiency benchmarks.
- Provide intensive language support, academic interventions, personalized learning plans, progress monitoring, and collaboration with parents/guardians to help LTEL students progress toward English proficiency and academic success.

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.

- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language.
- Home School Liaison will engage in-home visits to Spanish-speaking homes.
- Communication home will be translated into students' home language as well as English.
- Use of para-professional bilingual 7-hour position
- Provide the beginning and intermediate ELD courses.

- Use of parenting classes for our Spanish-speaking parents to aid in supporting their students in school.
- Incorporate ELD components of GVC in ELA, History, and Science classes to support the language development of both English speakers and English Learners
- Provide professional learning for our staff on how to support our EL students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

African American (AA) English Learner (EL) Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in AP, Dual Enrollment and core classes.
- Fund an additional ELA Support class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.
- Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.
- Provide stipends for teachers or community mentors to meet regularly with students and track progress.
- Fund field trips to increase motivation and relevance.
- Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.
- Send teachers to conferences to further their learning in innovative and evidence-based instructional strategies.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources**.**

African American (AA): Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Manages regarding student SE well being, behavior and academic concerns.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic **CICO** - Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance. Teachers work in their PLC teams to build grade level and standards-based units that integrate evidence-based practices to support literacy development. They use data from formal and informal assessments design their initial instruction and response to intervention for students who are not meeting standards. Teachers utilize professional learning time to identify EL students in their classrooms and assess their individual academic needs. Administration will continue to designate time to review with all staff our CAASPP and ELPAC scores and tests format so that they may design lessons that will support our EL students. Our ELA Plus teacher supports EL students through ELPAC data chats, push-in to ELA classrooms, and co-planning with the ELD teacher as well as the grade level PLC teams.

African American (AA): Use iReady, SBAC, and previous grades performance data to identify African American students struggling in academic achievement. Share the data with content area PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and confidence in literacy skills. Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Provide PD or PLC discussion culturally relevant examples.. Establish pull-out or push-in "reading" support during Class Meeting or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between grade levels to prevent skill gaps that disproportionately affect African American students. Train and recognize high-performing students as peer tutors for struggling peers.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Offering Parent Information Nights, showcasing AP and Dual Enrollment options at Open House and using Social Media to promote AP and Dual Enrollment Opportunities are effective ways to encourage enrollment and engagement.

Professional Learning

Describe Professional Learning related to this action.

AP Teachers attend AP Summer Training workshops as well as day trainings throughout the year.

College Board offers Dream Deferred and Preparate conferences which are specifically targeted toward supporting African American and Latino students.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Submission of two current BHS staff to FCC to vet as Dual Enrollment instructors in two new courses.

Prep buyout of Dual Enrollment Coordinator to support

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- An increase in the total number of DE students from 341 to 380.
- 2025-26 will see an increase of 2 additional Dual Enrollment courses.
- An increase in to the total number of Step Up HBCU Dual students from 32 to 45.
- AP pass rates overall increased from 44% in 2023 to 47% in 2024. We do not currently have AP pass rates for 2025, but we would like to see an increase of 5% to 52% overall.
- 2024-25 634 AP students took 973 exams. In 2025-26 we would like to see 660 students take 1000 exams.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

The percentage of students graduating from high school who are college and career ready based on the college and career readiness indicator (CCI) from the California Dashboard will increase from 43% in June 2024 to 75% by June 2030.

Outcomes Monitored By: CTE Manager, Head Counselor and Administration

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

CTE - Career Tech Education Action

Action Details

College & Career Readiness

CCI CTE Indicator: In 2025 students completing pathways decreased by 3.5%

- 103 of the 538 seniors (19.1%) in the class of 2025 have met or are approaching prepared on the CCI indicator through completing a CTE pathway.
- 123 of the 545 seniors (22.6%) in the class of 2024 have met or are approaching prepared on the CCI indicator through meeting a CTE pathway.

Bullard High School currently has 7 CTE pathways: Biomedicine, Business Marketing & Technology, Robotics and Technology, Law & Social Justice, Video Production, Photography and Teacher's Academy.

1. Expanding Quality learning and experiences throughout all pathways:

Bullard will continue to message the student engagement and learner outcomes to feeder schools and site stakeholders in an effort to maintain enrollment in pathways--thus ensuring more students are meeting the A-G Requirements and the Graduate Dashboard indicators.

Each pathway has a designated course progression that includes

- work-based learning
- job shadow/internships
- certifications
- guest speakers
- dual enrollment opportunities
- field exploration and small-scale industry visits

2. Ensure students are aware of the CTE pathway through recruitment and outreach and diverse groups of students are enrolled in all pathways.

Incoming 9th grade students are exposed to pathway options via the Middle School CTE Expo. In the Spring, Bullard Admin, the Head Counselor, the Pathway Coordinator, and the CTE leads for each pathway host an 8th grade parent night prior to pre-reg at our feeder middle schools, Wawona, Tenaya, Baird & Bullard Talent to message the individual CTE Linked Learning pathways and the expected learner outcomes. The 8th grade students then visit Bullard for pre-registration where they get another look at VAPA, CTE, and athletics course offerings by meeting with lead teachers and students. Bullard has also created a "Showcase Knight" during Open House where incoming 8th graders and their parents can come and pick up their student's schedule and walk the campus, thus meeting their student's elective teachers for the following year.

To increase student engagement in Linked Learning Pathways, Bullard will continue to collaborate with our feeder middle schools to provide early career exploration and learning aligned to our pathway industry sectors. Bullard will work to analyze student demographic data in our CTE Pathways to ensure traditionally underrepresented subgroups (African American, SED, SWD, Asian and Hispanic) are proportional to our enrollment so that ALL students are exposed to rigorous College and Career ready programs. Pathway leads will collaborate with site pivot teams to ensure that appropriate supports are in place for African American, SWD and SED students, including African American Mentors, ethnically diverse guest speakers, SPED case manager push-in/pull out/after school tutorial supports, etc.

3. Reorganize the Business Pathway, eliminating Intro to Graphics for 9th graders and expanding Sports Marketing from 11th grade only to Grade 9-11. Expand the Student Store offerings and availability. Expand DECA, send a team to 2 state competitions and qualify students to attend and compete at the National competition.

4. Expand students participating in competitions (i.e. DECA and Skills USA)

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- CTE Coordinator
  - Field trips to college campuses and businesses
  - Career skills challenge
  - Technology--including site licenses for instructional technology
- Recruitment and retention of students in CTE and Linked Learning courses as a percentage based on seats available for students
- Strategic student meetings to help with program retention
- CTE Coordinator will work with CORE group to help support student success in the 9th grade
- Monitoring student completion of CALPADS requirements
- Track activity tool for student success
- Monitor NAF assessments
- D's and F's of student in CTE courses
- Work with NIC to increase enrollment for SWD
- Add Dual Enrollment to Photo 2

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

At Bullard High School, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

- Implement a structured English Language Development (ELD) program that focuses on language acquisition, vocabulary development, grammar skills, listening, speaking, reading, and writing proficiency.
- Provide targeted interventions and differentiated instruction based on EL students' English proficiency levels as assessed by standardized language proficiency tests (e.g., ELPAC).
- Offer small-group instruction, language labs, peer tutoring, language-rich activities, and English language support classes to accelerate language acquisition and mastery.

Reduction in Long-Term EL Status:

- Develop and implement a Long-Term English Learner (LTEL) support program that addresses the specific needs of students who have been classified as LTEL based on established criteria and language proficiency benchmarks.
- Provide intensive language support, academic interventions, personalized learning plans, progress monitoring, and collaboration with parents/guardians to help LTEL students progress toward English proficiency and academic success.

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.

- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language.
- Home School Liaison will engage in-home visits to Spanish-speaking homes.
- Communication home will be translated into students' home language as well as English.
- Use of para-professional bilingual 7-hour position
- Provide the beginning and intermediate ELD courses.
- Use of parenting classes for our Spanish-speaking parents to aid in supporting their students in school.
- Incorporate ELD components of GVC in ELA, History, and Science classes to support the language development of both English speakers and English Learners
- Provide professional learning for our staff on how to support our EL students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

African American (AA) English Learner (EL) Students with Disabilities (SWD):

Pay certificated teachers to provide academic support during the school day to low performing student groups.

Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History.

Fund an additional ELA Support class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.

Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.

Provide stipends for teachers or community mentors to meet regularly with students and track progress.

Fund field trips to increase motivation and relevance.

Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.

Send teachers to conferences to further their learning in innovative and evidence based instructional strategies.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources**.**

African American (AA): Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Manages regarding student SE well being, behavior and academic concerns.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic **CICO -** Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance. Teachers work in their PLC teams to build grade level and standards-based units that integrate evidence-based practices to support literacy development. They use data from formal and informal assessments design their initial instruction and response to intervention for students who are not meeting standards. Teachers utilize professional learning time to identify EL students in their classrooms and assess their individual academic needs. Administration will continue to designate time to review with all staff our CAASPP and ELPAC scores and tests format so that they may design lessons that will support our EL students. Our ELA Plus teacher supports EL students through ELPAC data chats, push-in to ELA classrooms, and co-planning with the ELD teacher as well as the grade level PLC teams.

African American (AA): Use iReady, SBAC, and previous grades performance data to identify African American students struggling in academic achievement. Share the data with content area PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and confidence in literacy skills. Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Provide PD or PLC discussion culturally relevant examples.. Establish pull-out or push-in "reading" support during Class Meeting or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between grade levels to prevent skill gaps that disproportionately affect African American students. Train and recognize high-performing students as peer tutors for struggling peers.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

CTE engages families through Parent meetings, Open House, Back to School Night and Social Media. Students are honored for being pathway completers at Graduation and their names are listed in the graduation program. CTE also sends student teams to middle school and presents at the School Choice Expo.

Professional Learning

Describe Professional Learning related to this action.

CTE teachers attend professional development sessions at the district during Buy Back days as well as outside Professional Learning such as the Canva conference. Bullard High has an ILT lead. Dual Enrollment instructions attend professional development through Fresno City College.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

All incoming students and parents will be aware of the CTE opportunities offered at Bullard High School through presentations, site visits, Open House, Parent Nights, Social Media and Outreach.

Outcomes Monitored By: CTE Manager, Head Counselor and Administrator assigned to oversee pathway

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

High-Quality Opportunities for students in all pathways. Each pathway should include the following opportunities:

Outcomes Monitored By: CTE Manager and Administrator assigned to oversee pathway

- work-based learning
- job shadow/internships
- certifications
- guest speakers
- dual enrollment opportunities
- field exploration and small-scale industry visits

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

The percentage of students graduating from high school who are college and career ready based on the college and career readiness indicator (CCI) from the California Dashboard will increase from 43% in June 2024 to 75% by June 2030.

Outcomes Monitored By: CTE Manager, Head Counselor and Administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books and other reference materials	5,322.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout for credit recovery **Budget lines for personnel include salaries and related benefits	14,291.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout for credit recovery **Budget lines for personnel include salaries and related benefits	14,291.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for additional PLC meetings; coverage for IEP meetings; provide planning time for new AP teachers **Budget lines for personnel include salaries and related benefits	65,654.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental pay: lead teacher contracts, summer planning time, after school tutoring. **Budget lines for personnel include salaries and related benefits	55,216.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental pay for aides **Budget lines for personnel include salaries and related benefits	5,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	229,918.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	20,441.00
G1A1	Sup & Conc	Instruction	Travel			Travel for PD and conferences	64,498.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH printer	28,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to support EL students and ELD instruction **Budget lines for personnel include salaries and related benefits	14,291.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to support EL students and ELD instruction **Budget lines for personnel include salaries and related benefits	14,291.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to support EL students and ELD instruction **Budget lines for personnel include salaries and related benefits	14,291.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	9,816.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Material and supplies for EL students	3,309.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide academic interventions **Budget lines for personnel include salaries and related benefits	14,291.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student Tech Supplies	7,981.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide academic interventions **Budget lines for personnel include salaries and related benefits	14,291.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Postcard, invites, posters, certificates	10,000.00
G1A3	Sup & Conc	Instruction	Direct Trans			Transportation for field trips	14,500.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	10,000.00

$687,056.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspension Rate

Action Details

Health & Wellness

Bullard experienced a notable decrease in suspensions during **Semester 1**, with **4.6% of students suspended at least once**, as indicated by the needs assessment metrics. Our goal is to continue decreasing the suspension rate at Bullard High School through the implementation of targeted interventions, support programs, and restorative practices to improve student behavior and engagement. When students return from suspension, they'll participate in a **re-entry meeting** with a Vice Principal and our Restorative Counselor. We'll then connect them with individual or group counseling through our Social Emotional Support team. **We aim to address behavior through personalized conversations and behavior modification strategies tailored to each student's needs.** We will equip our teachers and staff with skills to de-escalate students and prevent misbehaviors that may lead to suspensions. Additionally, we will continue implementing a mentorship program with our Link Crew students who will support struggling freshmen and build positive connections and a sense of belonging within our school community.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

All students will receive high-quality instruction in both academic content areas and social-emotional learning through bi-weekly **School Connect** lessons. Students will receive instruction on school-wide behavioral expectations through a variety of formats **Behavior Expectations Video** presentation delivered by admin team. To support student success, teachers will participate in training focused on **building positive relationships** with students. Additionally, teachers will receive professional development on effective classroom management strategies, including implementing the **Levels of Misbehavior** framework and collaborating with parents to address student behaviors. By proactively managing **Level 1 behaviors**, teachers maintain authority in the classroom, fostering a positive learning environment where students are more likely to meet expectations.

Tier 2.

Students in need of additional academic support will be informed about after-school tutoring and encouraged to participate. **Level 2 misbehaviors** will be referred to the **Reengagement Center (REC)**, where the **Resource Counseling Assistant (RCA)** and **REC teacher** will assess and provide the necessary social-emotional or behavioral support for both students and teachers. The additional RCA will support at Student Services with student self referrals. Administration will follow up with students and log an administrative response in their portfolio. Support for Men’s and Women’s Alliance students through field trips, and service projects.

Tier 3

Implement personalized interventions (SST meetings, admin check-ins, behavior support plans) for students with significant academic and behavioral challenges.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

While our suspension rate has declined for all students, EL students, especially LTELs have the highest suspension rate among specific student groups with 12.7% of ELs being suspended at least once during 202402025 academic year. To better support these students and reduce suspensions, we will implement proactive behavior interventions, engage EL parents early—before behaviors escalate to a suspension level—and provide comprehensive social-emotional and academic supports.

First, the school will continue implementing **schoolwide social-emotional learning (SEL)** through biweekly **School Connect lessons** to help **EL** students develop skills in emotional regulation, conflict resolution, and responsible decision-making. These lessons provide students with tools to manage frustration, communicate effectively, and resolve conflicts before they escalate into disciplinary incidents.

Second, the school will strengthen the use of **restorative practices** to address conflicts and misbehavior. A **restorative counselor** will facilitate restorative conversations, mediations, and re-entry meetings when conflicts occur. These processes allow students to reflect on their actions, repair harm, and rebuild relationships with peers and staff rather than being removed from school through suspension.

Third, the **Reengagement Center** will continue to provide a structured alternative to suspension for students referred out of class for Level 2 and Level 3 behaviors. This space allows students to de-escalate, reflect on their behavior, receive counseling support, and develop a plan for successfully returning to class.

Fourth, the school will continue communicating **clear behavior expectations** through the Behavior Expectations presentation delivered by school leadership, along with grade-level behavior discussions. This helps ensure students understand campus expectations related to safety, attendance, substance use, and conduct in common areas.

Additionally, staff will continue receiving **professional learning on classroom management, restorative strategies, and culturally responsive practices** to strengthen positive relationships with students and reduce classroom removals that can lead to suspensions.

Finally, the school will increase **student voice and engagement** through House of Representatives meetings and student leadership opportunities. Providing students with a platform to share concerns and contribute to school decision-making helps strengthen their sense of belonging and reduces behaviors that lead to disciplinary consequences.

ELAC meetings will inform parents of available social emotional supports for their students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Long Term English Learner (LTEL) and Foster Youth (FY):

Provide targeted academic and social emotional support to Foster Youth and LTEL students, helping prevent disengagement that may lead to disciplinary issues. Fund after-school intervention programs focused on academic recovery and behavior skill-building. Train teachers and staff in de-escalation strategies, and culturally responsive discipline. Hold admin and parent/guardian conferences on behavior strategies, conflict resolution, and navigating school discipline policies. Develop alternatives to suspension, such as reflection spaces, peer mediation programs, or mentorship groups.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Long Term English Learner (LTEL) and Foster Youth (FY):

HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth through Student of the Month celebrations. Due to increased cyber bullying and threats, **Vice Principals will need smartphones to communicate with parent and guardians and to house digital evidence of actions that may threaten student safety.**

As a site: What are the planned actions to support this student group?

Long Term English Learner (LTEL) and Foster Youth (FY):

Our Restorative Practice Counselor will conduct re-entry meetings. We will pay extra pay contracts for teachers who will provide academic focused lunch detentions to students returning from suspensions. We will provide a re-engagement center to provide an alternative to suspension solutions. We will fund an additional RCA for student intake and support in the common areas.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To strengthen family engagement and support the academic progress of **Long Term English Learner (LTEL) and Foster Youth (FY)** Bullard will provide multiple opportunities for families to participate in their child's educational experience. Families will be invited to attend **Back to School Night, Open House; Summer Mixer and family engagement hours** to create a partnership between school and parents.

The school will provide **clear and consistent communication with families** through Parent Square, Social Media, phone calls, and meetings to share updates on students' academic progress, behavior, and social-emotional well-being. The **Home School Liaison (HSL)** will assist families in understanding available school resources, academic supports, and strategies they can use at home to reinforce literacy and learning.

Professional Learning

Describe Professional Learning related to this action.

Teachers and staff will be equipped with skills and strategies to effectively address different levels of student misbehavior. This professional learning will be provided at the beginning of the school year during Teacher Institute days, and administrators will revisit and reinforce these practices periodically during All Staff Meetings.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Increased clarity and consistency with Discipline Processes, Guidelines and Admin Response. Decrease in suspensions monthly compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate &Culture Team.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them. Decrease in suspensions by semester compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, COST, and Climate &Culture Team.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them. Lower suspension rates by 5% for all student groups. Decrease in suspensions overall from last year to this year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate &Culture Team

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Health & Wellness

Bullard High School will implement an attendance monitoring management and intervention system for students with less than 90% attendance rates.

Our goal is to significantly reduce chronic absenteeism at Bullard High School. To achieve this, we're implementing a comprehensive action plan aligned with the MTSS framework. At Tier 1, we're focusing on universal strategies like raising awareness about the importance of attendance, implementing attendance monitoring systems, and providing incentives for good attendance.

Moving to Tier 2, we're providing targeted interventions for students at risk of chronic absenteeism, such as personalized attendance plans, mentorship programs, and academic support. These interventions are tailored to address individual barriers and increase students' motivation and engagement in school.

At Tier 3, HSL and Alpha VP will conduct SART meetings and offer intensive support services for students with persistent attendance challenges. These include counseling, family outreach, and collaboration with community agencies to address underlying issues like health concerns, transportation barriers, or family responsibilities.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Early identification of students showing attendance concerns
- Increased communication with families regarding attendance expectations
- Stronger student engagement strategies within classrooms
- Consistent monitoring of attendance data
- Tardy sweeps to reinforce punctuality and accountability
- Continued collaboration between administration, counselors, and support staff

Tier 2

- Parent contact, including phone calls and Parent Square messages
- Targeted interventions for students with repeated absences

Tier 3

- Student Study Team meetings to determine needs and provide supports

- SART and SARB processes for students with ongoing attendance concerns

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To ensure that our EL, LTEL and Newcomer students have good attendance, we will have an informative meeting for EL parents during ELAC centered around Attendance. A Vice Principal will be assigned to oversee our English Learner students, and provide supports to students who are habitually absent. We will provide comp time to our teachers who speak Hindi, Punjabi, Armenian or Russian to make phone calls home and meet with parents who are non-English speaking. Our HSL will organize meetings with Student Attendance Review Team and create a plan to tackle the chronic absenteeism problems with EL student population.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title 1 funds we plan to support All Students with following:

- Use HSL (Home school liaison) services to improve home-school communication and conduct outreach for chronically absent students.
- Use Parent Square and other communication tools (Edutext, mailers) to consistently notify parents about attendance concerns.
- Increase after-school tutoring access (expand teacher stipends or add a targeted 7th-period tutoring class for students with frequent absences).
- Provide bus passes for students with verified transportation barriers.
- Work with teachers to address student disengagement and absenteeism.
- Create a robust after school program that will entice students to attend school.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support All Students with the following:

- HSL to conduct home visits, organize and lead parent coffee hours, and SART (Student Attendance Review Team) meetings
- Attendance incentive programs (gift cards, school supplies, recognition events for improved attendance).
- Student and family engagement events focused on attendance awareness and support.

As a site: What are the planned actions to support this student group?

- PLC's will collaborate around interventions and support for chronically absent students.
- ILT will build the capacity of PLC leads to lead meetings around academic interventions.
- All teachers will be encouraged to communicate concerns about chronically absent students with counselors and alpha VPs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Monthly Atten]dance Meetings to help families understand the impact of absences and how attendance connects to academic success, graduation, and college readiness.

Short presentations during ELAC, SSC, or parent coffee hours on attendance resources and supports.

Invite families of chronically absent students to SART - student attendance review team (not discipline-focused) meetings.

HSL will work with students who are on individual attendance improvement plans.

Professional Learning

Describe Professional Learning related to this action.

We will use our Campus Culture Team to provide professional learning on trauma-informed practices, restorative approaches, culturally responsive teaching, and strategies for increasing student engagement and belonging. Staff will also receive training on analyzing attendance data, identifying early warning signs, and implementing interventions to support students experiencing chronic absenteeism. These professional learning opportunities will equip teachers and staff with strategies to strengthen relationships, increase engagement, and partner effectively with families to improve student attendance.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Increased student attendance rates and a measurable reduction in chronic absenteeism. (Monitored by teachers and HSL)	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

Increased student attendance in after-school tutoring or intervention programs. (Monitored by counselors and VPs)

More families participating in school outreach events and support services.(Monitored by HSL and VPs)

Fewer reports of disengagement or avoidance behaviors related to absenteeism.(Monitored by teachers)

- Students will show a consistent pattern of regular school attendance, with fewer students missing 10% or more of school days.
- Chronic absenteeism will decrease by at least 5% by the end of Semester 2, as shown by attendance reports comparing Semester 1 and Semester 2 attendance rates.

School Leadership Team: Oversees and ensures that all tracking systems are functioning properly and that the data is being used to inform decisions.
Attendance Clerk: Tracks daily attendance data and reports trends.
HSL: Conducts SART meetings.
After-School Program Coordinators & Tutors: Measure student participation in tutoring and support programs.
Counselors and SEL Staff: Measure engagement in social-emotional interventions.

SBAC Results: Decrease the distance from standard measured by 15 points for all students as well as SWD, AA and EL student groups. Outcomes measured by growth from distance from standard.

ELPAC Results: Increase number of students scoring a 4 and reclassifiying.

Outcomes monitored by Principal, VPs and teachers.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Increase student access to high-quality arts education by expanding course offerings, providing materials and equipment, and supporting qualified arts educators in order to improve student engagement, creativity, and school connectedness.

Based on student interest surveys, course enrollment data, and school climate indicators, many students have limited access to visual and performing arts opportunities during the school day. Expanding arts programming can increase student engagement, provide creative outlets, and support overall student well-being. Research also shows that participation in the arts improves attendance, school connectedness, and academic motivation.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Proposition 28 funds will be used to expand and enhance arts and music education through direct instructional services that increase student access to performing and visual arts programs.

Funds will support **certificated arts teachers** who provide direct instruction to students in **visual and performing arts courses**. This will allow the school to expand course offerings and increase student participation in arts education.

Proposition 28 funds will also be used to purchase **instructional materials and equipment necessary for student participation in arts programs**, including **mariachi uniforms and color guard uniforms**. These materials allow students to fully participate in music and performing arts programs and support student performances.

Additionally, funds will support **theater production equipment**, including **stage lighting and an LED wall**, to enhance student learning in theater arts and technical production. These resources provide students with hands-on learning experiences in stage production, performance, and technical theater.

These services expand student access to high-quality arts instruction and provide opportunities for students to develop artistic, technical, and collaborative skills through performances and arts coursework.

All Proposition 28 funds will supplement and expand existing arts programming and will not supplant existing funding for arts education.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Not required to speak to this section for Prop 28.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Not required to speak to this section for Prop 28.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Not required to speak to this section for Prop 28.

As a site: What are the planned actions to support this student group?

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Our arts will be showcased at various family engagement events:

- Winter and Spring Jazz, Orchestra and Band Concerts
- Art Hop
- Theatre Productions, Musicals and Improv Nights
- Open House and Back to School Night
- Band Performances during the Sporting Events

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increased student interest in Arts Education:

- more students will enroll in visual and performing arts classes
- measured by course enrollment data and student interest surveys

Monitored by counselors; arts lead teachers and department chairs, and administrators

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Improved Student Engagement, Achievement and Focus:

- Students demonstrate stronger concentration, creativity, and problem solving skills that carry over into academic classes
- measured by teacher feedback student performance and reflections

Monitored by counselors; arts lead teachers and department chairs, and administrators

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Stronger School Culture Centered on the Arts:

Improved student engagement, creativity, and belonging and a positive school climate that promotes student voice, engagement, and overall well-being.

Monitored by counselors and administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		73,617.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime **Budget lines for personnel include salaries and related benefits	1,037.00
G2A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School	1.0000	HSL cannot be used for translation of mandatory items (i.e., ELAC & IEP) **Budget lines for personnel include salaries and related benefits	90,383.00
G2A2	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			HSL mileage for home visits.	1,021.00
G2A2	Sup & Conc	Instruction	Local Mileag			Mileage	3,000.00
G2A2	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance	1,000.00

$170,058.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Improving School Climate

Action Details

Effective Staff

Staff survey results indicate that **88% of staff report feeling valued**, demonstrating a strong positive culture at the school. Staff feedback also highlighted opportunities to further strengthen school climate by increasing **consistent recognition of staff contributions, strengthening relationships between staff and administration, and clarifying schoolwide expectations for student learning and behavior**. Staff also expressed interest in more visible classroom visits and consistent communication of expectations.

To sustain a positive climate and ensure consistent implementation of expectations for student learning and behavior, the school will implement systems that promote **staff recognition, shared accountability, and clear schoolwide instructional and behavioral norms**.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Introduce a **monthly "Golden Apple" recognition award** where staff and students can nominate a teacher or classified staff member who is positively impacting the school community.
- Announce the recipient through **morning announcements, Knight Watch, and staff communications**.
- Reinstate **peer recognition initiatives such as "Lifesavers" or similar small appreciation tokens** allowing staff to acknowledge colleagues for their work and support.
- Provide **regular staff shout-outs during All Staff meetings, Buyback sessions, and through weekly email communication**.
- Schedule **periodic "Lunch with the Principal" sessions** to provide opportunities for informal conversation and relationship-building.
- Increase **intentional check-ins with staff during classroom visits and campus walkthroughs**.
- Prioritize **timely responses to staff emails and communication**.
- Encourage administrators to offer **informal words of affirmation and appreciation during interactions with staff**.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Leverage district resources, including EL Services and EL TSAs, to assist teachers with completing EL Progress Monitoring Forms and RFEP documentation, facilitating communication with parents of reclassified EL students, and providing targeted support for newcomer students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

African American (AA) English Learner (EL) Students with Disabilities (SWD):

Pay certificated teachers to provide academic support during the school day to low performing student groups.

Fund after school stipends for teachers for additional after-school tutoring in ELA, Math, Science and History.

Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.

Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.

Send teachers to conferences to further their learning in innovative and evidence based instructional strategies.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources**.**

African American (AA): Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Provide PL to teachers in co-teaching instructional setting. Leverage Case Manager support regarding student SE well being, behavior and academic concerns.

English Learner (EL): Provide EL PL to all teachers.

African American (AA): Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Train and recognize high-performing students as peer tutors for struggling peers.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To increase family engagement, the school will provide inclusive opportunities for families to participate in and support their students' learning. The school will communicate regularly with families through multiple platforms such as ParentSquare, the school website, newsletters, and social media to share information about academic expectations, available supports, and upcoming events. Family engagement events such as Back to School Night, parent workshops, ELAC and SSC meetings, and parent coffee hours will provide opportunities for families to learn about curriculum, instructional programs, and ways to support their students at home. Workshops and informational sessions will be offered to help families understand graduation requirements, attendance expectations, and available academic supports such as tutoring and intervention programs. Translation services and bilingual staff support will be provided to ensure English Learner families can fully participate. These opportunities will help strengthen partnerships between the school and families, increase communication, and support student academic success.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be provided to staff to strengthen practices that promote a positive and supportive school climate. Training will focus on restorative practices, relationship-building strategies, and culturally responsive teaching to help staff foster respectful classroom environments and increase students' sense of belonging. Staff will also participate in professional learning related to consistent behavior expectations, effective classroom management, and strategies for addressing different levels of student misbehavior. Additionally, professional learning will support staff collaboration through Professional Learning Communities (PLCs) and cross-department opportunities where teachers can share strategies for building positive classroom cultures and supporting student engagement. These learning opportunities will equip staff with the skills and strategies needed to build strong relationships with students and colleagues, respond effectively to behavioral challenges, and contribute to a positive and inclusive school climate.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

We will measure the effectiveness of our actions through analyzing the responses on Climate and Culture Survey administered during Fall and Spring administration.

Outcomes monitored by Principal, VP, and ILT

We will see an increase from the Fall Climate &Culture survey to the Spring survey.
Outcomes measured by staff participation. There will be an increase int he percentage of favorable responses.
Outcomes monitored by Principal, VP, and CCT.

We will see an increase in the Fall Climate &Culture family survey from last year to this year.
Outcomes measured by staff participation. There will be an increase of 4%favorable.
Outcomes monitored by Principal, VP, and CCT.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for family engagement	10,000.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Campus safety assistant overtime **Budget lines for personnel include salaries and related benefits	3,109.00

$13,109.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0055 Bullard High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A2	Extra pay period to provide academic interventions **Budget lines for personnel include salaries and related benefits	14,291.00
060	3010	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
060	3010	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
060	3010	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A2	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
060	3010	0055	1110	1000	4200	Bks & Ref					G1A1	Books and other reference materials	5,322.00
060	3010	0055	1110	1000	4400	Nc-Equipment					G1A2	Student Tech Supplies	7,981.00
060	3010	0055	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School	W228	Lemus III, Jose	1.0000	G2A2	HSL cannot be used for translation of mandatory items (i.e., ELAC & IEP) **Budget lines for personnel include salaries and related benefits	90,383.00
060	3010	0055	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Garcia, Roxanne	1.0000	G2A1		73,617.00
060	3010	0055	1110	3130	5211	Local Mileag					G2A2	HSL mileage for home visits.	1,021.00
030	7090	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout for credit recovery **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout for credit recovery **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A2	Extra pay period to provide academic interventions **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0055	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout to provide academic support in various content areas. **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0055	1110	1000	1120	Teacher-Subs					G1A1	Funds for teacher release time for additional PLC meetings; coverage for IEP meetings; provide planning time for new AP teachers **Budget lines for personnel include salaries and related benefits	65,654.00
030	7090	0055	1110	1000	1160	Teacher-Supp					G1A1	Teacher supplemental pay: lead teacher contracts, summer planning time, after school tutoring. **Budget lines for personnel include salaries and related benefits	55,216.00
030	7090	0055	1110	1000	2160	Ins Aide-Sup					G1A1	Supplemental pay for aides **Budget lines for personnel include salaries and related benefits	5,200.00
030	7090	0055	1110	1000	4300	Mat & Supp					G1A3	Postcard, invites, posters, certificates	10,000.00
030	7090	0055	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies	229,918.00
030	7090	0055	1110	1000	4400	Nc-Equipment					G1A1	Technology	20,441.00
030	7090	0055	1110	1000	5211	Local Mileag					G2A2	Mileage	3,000.00
030	7090	0055	1110	1000	5221	Travel					G1A1	Travel for PD and conferences	64,498.00
030	7090	0055	1110	1000	5631	Off Eq Lease					G1A1	RICOH printer	28,000.00
030	7090	0055	1110	1000	5635	Oth Equ Mnt					G2A2	Equipment maintenance	1,000.00
030	7090	0055	1110	1000	5721	Direct Trans					G1A3	Transportation for field trips	14,500.00
030	7090	0055	1110	1000	5723	Direct-Maint					G1A4	Technology maintenance	10,000.00

030	7090	0055	1110	2495	4300	Mat & Supp					G3A1	Materials and supplies for family engagement	10,000.00
030	7090	0055	1110	8100	2240	Cls Sup-Ovr					G2A1	Custodial overtime **Budget lines for personnel include salaries and related benefits	1,037.00
030	7090	0055	1110	8300	2240	Cls Sup-Ovr					G3A1	Campus safety assistant overtime **Budget lines for personnel include salaries and related benefits	3,109.00
030	7091	0055	4760	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout to support EL students and ELD instruction **Budget lines for personnel include salaries and related benefits	14,291.00
030	7091	0055	4760	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout to support EL students and ELD instruction **Budget lines for personnel include salaries and related benefits	14,291.00
030	7091	0055	4760	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A1	Prep buyout to support EL students and ELD instruction **Budget lines for personnel include salaries and related benefits	14,291.00
030	7091	0055	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	9,816.00
030	7091	0055	4760	1000	4300	Mat & Supp					G1A1	: Material and supplies for EL students	3,309.00
													$870,223.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$235,488.00
Sup & Conc	7090	$578,737.00
LCFF: EL	7091	$55,998.00
Grand Total		**$870,223.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$687,056.00
G2 - The Whole Child (SEL and Engagement)	$170,058.00
G3 - Operational Excellence	$13,109.00
Grand Total	**$870,223.00**