


## Bullard High

10621661030279

Principal's Name: Carlos Castillo

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the Single 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 subgroups 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 (DAC and 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 Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

**Bullard School Site Council**

Bullard High



Title I School

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
<b>1. Principal - Carlos Castillo</b>	<b>X</b>				
<b>2. Chairperson – Mark Topoozian</b>				<b>X</b>	
<b>3. Armen Torigian</b>			<b>X</b>		
<b>4. Whitney Godfirnon</b>			<b>X</b>		
<b>5. Korrie Gallardo</b>			<b>X</b>		
<b>6. Brandon Fimbrez</b>					<b>X</b>
<b>7. Spencer Jarocki</b>					<b>X</b>
<b>8. Mark Toopoozian</b>					<b>X</b>
<b>9. Brooke Swertfager</b>					<b>X</b>
<b>10. Marisa Cardoza</b>					<b>X</b>
<b>11. Kathryn Byers</b>					<b>X</b>
<b>12. Molly Yates</b>		<b>X</b>			
<b>13. Heather Lane</b>		<b>X</b>			
<b>14. Patrick Morrison</b>		<b>X</b>			
<b>15. Jaime Maxey</b>		<b>X</b>			
<b>16. Melissa Felder</b>		<b>X</b>			
<b>17. Steve Fisher</b>		<b>X</b>			
<b>18. Lorinda Zavala</b>			<b>X</b>		

<b>19. Nikki Nalchajian</b>				<b>X</b>	
<b>20. Maneka Welch</b>				<b>X</b>	
<b>21. Catherine Towers</b>				<b>X</b>	
<b>22. Josie Almeida</b>				<b>X</b>	
<b>23. Wendy Nelson-White</b>				<b>X</b>	

Check the appropriate box below:
<input checked="" type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date _____.</b>

**Required Signatures**

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Carlos Castillo		3/15/17
SSC Chairperson	Mark Topoozian		3-15-17

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2017/18

**Bullard - 0055**

**ON-SITE ALLOCATION**

3010	Title I	\$92,460
7090	LCFF Supplemental & Concentration	\$396,449
7091	LCFF for English Learners	\$46,101
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$535,010</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,367
Remaining Title I funds are at the discretion of the School Site Council	\$90,093
Total Title I Allocation	\$92,460





## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">2523</a>	<b>District Dashboard (Goal 4):</b> CORE Waiver: Four Year Cohort Graduation Rate	5/10*	92.42%	93.58%	N/A <sup>1</sup>	N/A <sup>1</sup>	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">3162</a>	<b>District Dashboard (Goal 4):</b> Percentage of graduates who completed A-G requirements	2/10*	55.45%	59.32%	N/A <sup>2</sup>	N/A <sup>2</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	3/9	N/A <sup>3</sup>	42.80%	59.89%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	3/9	N/A <sup>3</sup>	15.95%	25.15%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	4/10	0.00% <sup>4</sup>	63.38%	66.41%	56.73%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3178</a>	<b>District Dashboard (Goal 1):</b> Percentage of Advanced Placement (AP) exams passed (scoring 3+)	4/9	45.87%	39.11%	26.04%	N/A <sup>5</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">5978</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	3/9	N/A <sup>3</sup>	10.89%	17.68%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">5982</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	3/9	N/A <sup>3</sup>	4.17%	4.16%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	5/10	N/A <sup>7</sup>	N/A <sup>7</sup>	43.01%	44.18%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A <sup>8*</sup>	N/A <sup>8</sup>	N/A <sup>8</sup>	0.00%	16.34%	•LCAP Dashboard - 4PupilAchievement
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**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	4/10	8.91%	12.12%	13.89%	6.84%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	4/9*	28.21%	22.22%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	2/9	48.91%	47.13%	62.37%	47.71%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	4/10	94.22%	95.14%	95.02%	95.40%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	4/11	13.29%	8.42%	9.92%	7.76%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

<input type="checkbox"/>	<a href="#">4849</a>	who are truant as defined by education code (3 or more truancy violations)	5/10	N/A <sup>10</sup>	N/A <sup>10</sup>	76.69%	64.74%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	9/11	11.36%	0.72%	0.32%	0.17%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	6/10	10.52%	10.37%	12.35%	10.42%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	7/10	0.60%	0.28%	0.49%	0.33%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">6046</a>	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	3/10*	5.47%	4.22%	N/A <sup>11</sup>	N/A <sup>11</sup>	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	4/9	60.94%	84.84%	74.95%	98.80%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7131</a>	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A <sup>12*</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	5/10	N/A <sup>13</sup>	N/A <sup>13</sup>	65.50%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	3/10	N/A <sup>13</sup>	N/A <sup>13</sup>	77.93%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	5/10	N/A <sup>13</sup>	N/A <sup>13</sup>	59.80%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: brian.vollhardt - 02/08/2017

Save

## Bullard High 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	48	53	Other - Please specify within action

New-Action     
  On-going     
 Reasoning:     
  Strong Evidence     
  Moderate Evidence     
  Promising Evidence

#### Detail the Action

Standards Exceeded-Ready ELA SBAC/EAP: Provide site and regional training around result oriented ACs through the development and analysis of common formative assessment results. Development of common formative assessments aligned to the rigor of CCSS that were identified as trouble standards on the Interim Assessments. Interim Assessments will be reviewed immediately after each administration. Teacher teams will respond to student need based on the analysis of the results. There will be an emphasis in adult learning around Challenging Content by teachers and leaders alike through the use of the Instructional Practice Guide. Development of targeted instruction to address individual needs of students. Counselors will work with 11th grade students regarding the benefits of scoring Ready on EAP. Develop talking points for 11<sup>th</sup> grade classes prior to the exam. Use of classroom technology, including laptops, support student achievement. Use of all-day planning time for teachers as well as regional planning time with regional ELA teachers to support vertical teaming among ELA teachers. Subs for collaborative planning time for Accountable Community Teams. Lead teachers will attend PLC and RTI conferences. Use of technology such as **Feedback Studio from Turnitin** to help students demonstrate progress towards independence in reading and writing.

#### SMART Goals

By the end of the 2017-18 school year 23% of students will score Standards Exceeded-Ready on the Early Assessment Program CAASPP on the ELA SBAC exam.

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

##### Details: Explain the data which will specially monitor progress toward each indicator target

Review of 16-17 ELA/EAP results along with school-wide CAASPP results in the fall of 2017. Review of Interim Assessment results in October 2017 and February 2018. ELA teachers review results of Interim Assessment to design strategies to support growth in identified standards. Review trend data from classroom walks using IPG to monitor implementation of Challenging Content. Monitoring of AC protocols around responses to 4 grounding questions and use of common formative assessments. ELA teachers design and monitor results of CFA's that support focus standards and create opportunities for intervention. Counselors monitor proper course placement of those students who score "nearly met" on CAASPP.

##### Owner(s):

Salazar VPAdmi Team  
Instr Leadership Team  
Individual AC's

##### Timeline:

August 2017-April 2018  
October 2017-March 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

*Communication of CAASPP scores to parents during the summer and fall of 2017. Provide explanation of results and the impact it has on their students' college academic standing. Use of School Messenger and Remind. Attach district FAQ form regarding CAASPP to school website. Information newsletter is attached to school website. Utilize Parent University to inform parents about the importance of CAASPP and its administration. Inform parent group stakeholders such as PTSA, ELAC, and SSC in planning supports for students around CAASPP administration.*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

*Tier I support using targeted intervention during instructional time based on frequent common formative assessments. Lunchtime and after-school tutorial provided by peers and ELA teachers for tier II and tier III intervention targeting students who need additional support. Students will receive reteaching of the lesson and given the opportunity to make revisions of work submitted or second looks at assessments after reteaching with the opportunity to improve their score. Case managers will also be used to provide additional supports and instruction for students needing tier III intervention. Provide promotion video for teachers to show students about the importance of CAASPP for students.*

Describe Related Professional Learning:

*Professional learning centered on the similarities between Common Formative Assessments and CAASPP style question. Professional learning on the practices of high functioning PLCs/ACs to impact student achievement. Instructional coach, quarterly professional learning with researched based teaching strategies to increase the level of rigor in teaching cross curricular literacy. ILT quarterly participation in Instructional rounds at regional schools related to instructional shifts, student ownership, and cultural learning with high expectations (IPG). English 1 teachers will attend PLUS Training. English 2 and 3 teachers as well as Social Science and Science teachers will attend Cycle Training. Send lead teachers to PLC and RTI training conferences.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

*Lunchtime prep prior to test administration for borderline LTEL students, as well as other students identified by teachers and counselors as needing additional support. Informational conferences with borderline LTEL students conducted by counselor and VP's around strategies for success on CAASPP.*

**Action # 2**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	4	8	

New-Action    
  On-going    
 Reasoning:  Strong Evidence    
  Moderate Evidence    
  Promising Evidence

Detail the Action

*Standards Exceeded-Ready Math SBAC/EAP: Provide site and regional training around result oriented ACs through the development and analysis of common formative assessment results. Development of common formative assessments aligned to the rigor of CCSS that were identified as trouble standards on the Interim Assessments. Interim Assessments will be reviewed immediately after each administration. Teacher teams will respond to student need based on the analysis of the results. There will be an emphasis in adult learning around Challenging Content by teachers and leaders alike through the use of the Instructional Practice Guide. Development of targeted instruction to address individual needs of students. Counselors will work with 11th grade students regarding the benefits of scoring Ready on EAP. Develop talking points for 11<sup>th</sup> grade classes prior to the exam. Use of classroom technology, including laptops, support student achievement. Use of all-day planning time for teachers as well as regional planning time with regional math teachers. Subs for collaborative planning time for Accountable Community Teams. Lead teachers will attend RTI and PLC training conferences.*

SMART Goals

*By the end of the 2017-18 school year 30% of students will score Standard Met or Standard Exceeded on the Math SBAC.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

*Review of 16-17 Math/EAP results as well as school wide CAASPP results in the fall of 2017. Review of Interim Assessment results in October 2017 and February 2018.*

*Review trend data from classroom walks using IPG to monitor focus, coherence and rigor as part of Challenging Content.*

*Math teachers review results of Interim Assessment I & II to design strategies to support growth in identified standards.*

*Monitoring of AC protocols around responses to 4 grounding questions and use of common formative assessments.*

*Teacher ongoing review of frequent common formative assessments*

*Math teachers design and monitor results of CFA's that support focus standards and create opportunities for intervention.*

*Counselors monitor proper course placement of those students who score "nearly met" on CAASPP.*

Owner(s):

*R Maciel VP*

*Admin Team*

*Instr Leadership Team*

*Individual AC's*

Timeline:

*August 2017-April 2018*

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

*Communication of CAASPP scores to parents during the summer and fall of 2017. Provide explanation of results and the impact it has on their students' college academic standing. Use of School Messenger and Remind. Utilize Parent University to inform parents about the importance of CAASPP and its administration. Inform parent group stakeholders such as PTSA, ELAC, and SSC in planning supports for students around CAASPP administration.*

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

*Tier I targeted intervention during instructional time based on frequent common formative assessments/ results. Lunchtime and after-school tutorial provided by peers and math teachers for tier II and tier III intervention targeting students who need additional support. Students will receive reteaching of the lesson and given the opportunity to make revisions of work submitted or second looks at assessments after reteaching with the opportunity to improve their score. Case managers will also be used to provide additional supports and instruction for students needing tier III intervention.*

**Describe Related Professional Learning:**

*Professional learning centered on the similarities between Common Formative Assessments and CAASPP style questions. Instructional coach and admin team led professional learning on the practices of high functioning PLCs/ACs to impact student achievement. Instructional coach lead professional learning with researched based teaching strategies to increase the level of rigor, coherence and focus among the math team. Teacher led professional learning around current guaranteed and viable curriculum in math. Algebra teachers will attend PLUS Training. Geometry and Algebra 2 teachers will attend Cycle Training. Lead teachers will be given opportunity to attend RTI and PLC training conferences.*

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

*Lunchtime prep prior to test administration for borderline LTEL students, as well as other students identified by teachers and counselors as needing additional support. Informational conferences with borderline LTEL students conducted by counselor and VP's around strategies for success on CAASPP.*



**Action # 3**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	56	50	California Teaching Fellows Foundation
3162 - Graduates who completed A-G requirements	59	64	Other - Please specify within action
2523 - Total graduation rate	93	95	Edgenuity

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Percent of students with a D or F: PLUS teachers will work with ELA, and teachers to identify ninth grade students who need extra support during the school day and provide that support via small group instruction developed by the teachers.

By the 4th week of the school year, core subject departments and World Languages will provide a lunch-time and after school tutorial system 3 days a week to target students needing extra help and support. Weekly attendance in tutorial will be monitored through the use of sign-in sheets or 5 Star Students Software that are turned in or monitored each week. Use of Teaching Fellows and peer tutors to monitor and support lunch time and after school tutorials.

Counselors and vice principals will meet with 9th-12th grade students who are credit deficient at the end of the first semester to map out plan for credit recovery or alternative education placement. Use of Edgenuity and APEX to support credit recovery of credit deficient students.

Informational meeting for 9th grade students who are credit deficient (less than 20 credits) to discuss strategies for credit recovery. High leverage credit deficient students are enrolled in 9th grade academic support team run by 9th grade counselor. Students receive lessons on academic organization skills plus resources to support their improvement. Attend weekly meetings plus monthly luncheons.

Use of Teaching Fellows to tutor individual students as well as systematically call home for students who are failing.

Use of Teaching Fellows to support 9th grade guidance counselor as well as CTE coordinator.

Individual goal setting conferences with targeted grade levels teachers around grading policy and strategies to reduce D/F percentage.

Advisory Period to support students achievement and increase student connection to school

Use of instructional rounds for teacher professional learning.

Use of Link Crew students for peer support.

Use of student planners to students and supporting curriculum for teachers to educate students on effective use of planners.

Use Bilingual Resource Counseling Aid to call homes of students where Spanish is primary language. Utilize BRCA in parent conferences for credit deficient students. BRCA attends SART meetings related to student attendance. Resource for Spanish speaking parents.

Parenting workshops for bi-lingual parents provided by vendor.

*Subs for collaborative planning time for Accountable Community Teams and Linked Learning Teams*

*College field trips to expose to post secondary opportunities*

*Attendance at student study trips/conferences such as but not limited to Si Se Puede conference and African American Student Leadership conference.*

*Student incentives to encourage improved achievement.*

*Use of technology such as **Feedback Studio from Turnitin** to help students properly use textual evidence as they demonstrate progress towards independence in reading and writing.*

### SMART Goals

*By June 2018 the overall percentage of students with at least one D or F on their report card will improve from 56% to 50%*

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

##### Details: Explain the data which will specially monitor progress toward each indicator target

*Ongoing grade monitoring per grading period;*

*Review trend data from classroom walks using IPG*

*Monitor AC's use of frequent common formative assessment.*

*Monitoring weekly attendance in tutorial in core subjects*

*Monitor grades of students in 9th grade academic support team.*

##### Owner(s):

School Counselors/BRCA

Rafael Aguire Counselor

CTE Coordinator

Instructional Lead Teachers

PLUS team

##### Timeline:

September 2017

October 2017-June 2018

#### Explain the Targeted Actions for Parent Involvement (required by Title I):

*Parents will be informed about student progress and requirements through grade level parent information nights, Edutext, ATLAS, and by mailing home report cards and progress reports throughout the school year. A Resource Counseling Assistant (Bilingual Spanish) will work closely with the guidance counselors to provide clerical support and assist with communicating with Spanish-speaking parents. Parenting workshops for bi-lingual parents.*

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

After school peer tutoring in math

Lunch and after school academic support provided by classroom teachers

Incentives based on Honor Roll and student of the month

Link Crew

Student planners

Knights of Valor mentoring club.

9th grade academic support team and resources.

#### Describe Related Professional Learning:

*District wide and quarterly site-based professional learning will contribute to teacher understanding of the standards and help with the development of assessment to measure student understanding. Instructional practice walk opportunities using for teachers using IPG. Professional learning opportunities made available through attendance at PLC and RTI conferences.*

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

*Informational conferences with borderline LTEL students conducted by counselor and VP's supporting around strategies for success classroom. EL will work with other teachers on student's schedule to support learning students' classes during designated EL class period.*

**Bullard Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		Francis, Onesta 1051808 one period of Men's Alliance	\$ 17,996.00
3	1	Title 1 Basic	Instruction	Materials & Supplies				Academic support for students	\$ 6,475.00
3	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Will also support Action 1, 2,4, 8	\$ 30,000.00
3	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics - Will also support Action 10	\$ 15,000.00
3	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows	\$ 81,485.00
3	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	8 Teaching Fellows	\$ 10,967.00
								<b>Total</b>	<b>\$ 161,923.00</b>

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3178 - AP Exams passed	26	35	Other - Please specify within action

New-Action 
  On-going 
 Reasoning: 
  Strong Evidence 
  Moderate Evidence 
  Promising Evidence

Detail the Action

Percentage of Advanced Placement exams passed: *Bullard will create an Advanced Placement Accountable Community and provide teachers with time to plan and collaborate. BHS will increase AP study session opportunities for students throughout the 17-18 school year. BHS will provide summer training for AP teachers; offer the AP test at no cost for all AP test takers and provide an AP Parent Night. BHS will host a dinner for students who pass 1 or more AP exam with a 3 or higher. Incentives will be offered to increase participation in AP study sessions.*

SMART Goals

*By the end of the 2017-18 school year the percentage of 9th-12th grade students who meet the AP Eligibility Pool Criteria are appropriately placed in AP course(s), complete the AP course(s) and take the corresponding AP exam(s) will increase from 78% to 85%. The percentage of Advanced Placement exams taken and passed with a 3 or higher with increase from 26% to 35% by the end of the 2017-18 school year.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

*Monitor AP course pre-registration data for Spring 2017 compared to Fall 2017 course registration data. Ongoing monitoring of enrollment in January of 2018 and test registration totals in March 2018. Utilize technology to access released test questions; monitor results of online and paper/pencil practice tests using released questions. Monitor ongoing grades in AP classes to measure correlation with scoring 3 or better. Make use of 5-Star software to monitor student attendance at provided AP study sessions quarterly. Monitor AP exam pass rate Fall of 2017.*

Owner(s):

Armen Torigian VP  
Whitney Godfirmon, HC  
Colleen Kuehter, Counselor  
Molly Yates, AP Coordinator

Timeline:

August 2017-May 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

*Use of social media, school messenger, and Remind to inform parents of important dates and information for AP students. AP Parent Night to encourage parents to support continued attendance and taking of the AP exam. Creation of monthly newsletter to be placed on school website. Parent inclusion in incentive dinner for passing of exams.*

Describe Related Professional Learning:

*College Board summer institute, AP Accountable Community. Advanced Placement training conferences*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

AP teacher will each offer a minimum of 15 hours of study sessions outside of the school day.

Offer the AP test at no cost for all AP test takers.

BHS will host a dinner for students who pass 1 or more AP exam with a 3 or higher.

Incentives will be offered to increase participation in AP study sessions/taking of exam

Lunch BBQ for students who complete the AP exam.

Counselors identify EL students who may qualify for AP courses based on grades and scores on CAASPP and other assessments. Counselors and AP coordinator provide additional support for EL student in AP classes.

Bullard Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Other Classified-Supplemental				student tutors and AP mentors	\$ 12,000.00
4	1	Sup & Conc	Instruction	Direct-Food Services (Dr)				Food services. Also will support Action 3,6,9	\$ 5,000.00
4	1	Sup & Conc	Instruction	Equipment Rental				Rental of equipment/supplies	\$ 7,000.00
<b>Total</b>									<b>\$ 24,000.00</b>

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3162 - Graduates who completed A-G requirements	59	69	
2523 - Total graduation rate	94	95	Edgenuity
3158 - Students with a D or F on their report card	56	50	California Teaching Fellows Foundation

New-Action    
  On-going    
 Reasoning:  Strong Evidence    
  Moderate Evidence    
  Promising Evidence

Detail the Action

9th-12th grade A-G on-track (6134): Counselors identify subject borderline students to create an individualized plan and enroll them into credit recovery options such as Apex, Edgenuity and summer school. Expose students to college options through strategies such as campus visits, college representatives, career cruising and presentations. Lunch-time and after school tutorial system to provide students with extra help and support. Weekly attendance in tutorial will be monitored through the use of sign-in sheets or 5 Star Students Software that are turned in or monitored each week. Use of Teaching Fellows and peer tutors to monitor and support lunch time and after school tutorials. Use of Teaching Fellows to support guidance counselor as well as CTE coordinator as part of systematic plan of ongoing student support. Create school-wide campaign emphasizing a C or better in every class. Use of student planners for 9th grade students and supporting curriculum for teachers to educate students on effective use of planners. Utilize Bilingual Counseling Aid in strategic conferences with Spanish speaking parents of students who are credit deficient

SMART Goals

By the end of the 2017-18 school year the percentage of 9th-12th grade students who are A-G on-track will increase from 59% to 69% .

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Access data regarding A-G subject borderline students.

Ongoing grade monitoring per grading period.

Monitoring weekly attendance in tutorial in core subjects

Monitor ATLAS counseling log entries

Owner(s):

Whitney Godfirmon HC

School Counselors/BRCA

CTE Coordinator

Timeline:

August 2017-April 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be informed about college entrance requirements at grade level parent nights. Counselor home communication. Edutext, ATLAS, and by mailing home report cards and progress reports throughout the school year. A Resource Counseling Assistant (Bilingual Spanish) will work closely with the guidance counselors to provide

Describe Related Professional Learning:

District wide and quarterly site-based professional learning will contribute to teacher understanding A-G requirements.

clerical support and assist with communicating with Spanish-speaking parents.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):**

After school peer tutoring in math and ELA

Lunch and after school academic support provided by classroom teachers

Incentives based on Honor Roll and student of the month

college campus visits, college representatives on campus, career cruising and presentations.

Student planners

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Counselors identify EL students who subject borderline. Periodic conferences with counselor and EL teacher regarding progress in A-G classes. Counselors and EL teacher provide additional support for EL student in A-G classes.

Bullard Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for planning/PL Training/Proctor Testing/IPG/Lead Teacher Retreat/Conferences/Home Visit	\$	26,300.00
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts - ELA & Math, after school tutorial lunch, SAT/AP, Link Crew, CHAMPS Training	\$	58,620.00
5	1	Sup & Conc	Instruction	Materials & Supplies				Will also support Action 1,2 3, 4, 6,7,8,9, 10	\$	170,006.00
5	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation	\$	10,000.00
<b>Total</b>									\$	<b>264,926.00</b>

**Action # 6**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	5	10	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

EL Redesignation (917): *Identify borderline LTEL students who are Early Advanced or Advanced on ELPAC and provided goal setting conversations for Interim Assessment; Provide separate Interim Assessment and CAASPP testing locations for test administration; monitor test attendance; offer lunchtime prep sessions prior to each test administration. Provide incentives for those who are eligible for re-designation based on test scores.*

SMART Goals

*By the end of the 2017-18 school year the percentage of Long Term English Learner students who will be re-designated will increase from 5% to 10%*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

*Access EL re-designation report to access individual data in August. Access Interim Assessment scores after each administration*

*Monitor percentage of current English Learner students advancing at least one level on ELPAC*

Owner(s):

S. Sanders VP  
Administration Team

Timeline:

*Sept 2017-May 2018*

Explain the Targeted Actions for Parent Involvement (required by Title I):

*ELAC meetings; Parent University supported parent meetings for parents of borderline LTEL students. Spanish and Hmong version of news related to ELAC meetings part of website.*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

*Lunchtime prep prior to test administration for borderline LTEL students*

Describe Related Professional Learning:

*Instructional coach to lead professional learning aligned to California Standards for English Language Development to support all student.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

*Informational conferences with borderline LTEL students conducted by counselor and VP's regarding strategies for success classroom and CAASPP and ELPAC. Lunchtime prep prior to test administration for borderline LTEL students. Provide incentives for those students who are re-designated based on CAASPP and ELPAC scores.*



**Bullard Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for planning/PL Training/Proctor Testing/IPG/Lead Teacher Retreat/Conferences/Home Visit	\$ 26,300.00
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts - ELA & Math, after school tutorial lunch, SAT/AP, Link Crew, CHAMPS Training	\$ 58,620.00
5	1	Sup & Conc	Instruction	Materials & Supplies				Will also support Action 1,2 3, 4, 6,7,8,9, 10	\$ 170,006.00
5	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation	\$ 10,000.00
<b>Total</b>									<b>\$ 264,926.00</b>

**Action # 7**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	12	9	

New-Action   
  On-going   
 Reasoning:   
 Strong Evidence   
 Moderate Evidence   
 Promising Evidence

Detail the Action

Out of School Suspensions (843): *The School Climate and Culture Team will lead staff collaboration to revisit the tiers of misbehavior and behavior expectations across campus. The administration and staff will work collaboratively to identify professional learning for a classroom management system that is consistent in all classrooms (i.e., CHAMPS). Students who are suspended (out of school or in school) will be referred to individual or group counseling provided by existing support staff: School Psychologist, SAP Counselor, Therapist, Counseling Staff, Social Emotional Paraprofessionals. Those students who have been suspended from school during the current school year will engage in monthly behavior conversations with the REC teachers. Use of Link Crew students to support positive connection to school. Continuation of Knights of Valor young men’s mentoring club that meets weekly at lunch. Use of alternative to suspension such as lunch and after school detention. Provide incentives for students who show improvement in behavior*

SMART Goals

By the end of the 2017-18 school year out of school suspension will decrease from 12% to 9%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Weekly suspension reports from Vice Principals to Principal to monitor and analyze trends in suspension behaviors.  
 Weekly meetings with administration to review suspension trends and discuss strategies to address behaviors.  
 Monthly suspension data to monitor progress toward goal. Monthly reports from social/emotional support staff to monitor individual and group counseling progress. Monitoring of REC engagements with students. Agendas and Minutes from School Climate and Culture Team Meetings. Discipline data review School Climate and Culture Team.  
 Classroom observations to monitor implementation of classroom management strategies. Cross check attendance at Knights of Valor club with ATLAS portfolio for behavior. Monitor attendance in detentions.

Owner(s):

R Maciel VP  
 Admin Team  
 Counselors  
 School Psych  
 Culture and Climate Team  
 SAP Counselor/Therapist  
 WPodsakoff, REC Teacher  
 BRCA

Timeline:

August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

Messaging via weekly School Messenger calls regarding common behavior expectations. Meetings with parents of

Describe Related Professional Learning:

Offer teachers at the beginning of the 17-18 school year training on classroom management strategies, such as

*suspended students to explain individual and group counseling. Vice Principals meet with parents when students are suspended and upon their return from suspension.*

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

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*Common behavior expectations across all classrooms and teachers. VP discipline talks to students of each grade level at the start of each quarter. Continuous communication of the Knight Code through posted signs throughout campus. Link Crew peer support. Knights of Valor young men's mentoring club.*

*CHAMPS to address common behavior expectations. Utilize resources, such as school psychologist, to offer professional development on building relationships and the social emotional education of students. Training for REC teacher to implement a social/emotional component for rehabilitation*

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

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*Informational conferences with EL students conducted by counselor and VP's supporting around strategies for success in the classroom and behavior. Utilize REC counselor along with BRCA to support EL students and their parents who return from suspension.*

**Action # 8**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3162 - Graduates who completed A-G requirements	55	58	Other - Please specify within action
2523 - Total graduation rate	93	95	

New-Action 
  On-going 
 Reasoning: 
  Strong Evidence 
  Moderate Evidence 
  Promising Evidence

Detail the Action

*Post Secondary Matriculation: Counselors will support students by working with post secondary institutions (SCCCD and CSU/UC) who will provide application, orientation, advising and registration support. Targeted information provided by SCCC and CSU/UC and CSAC all 12<sup>th</sup> grade students. Counselors will provide 12<sup>th</sup> grade parent nights to inform parents of the application and registration process, student workshops, and support throughout their 12<sup>th</sup> grade year. Provide tutoring to prepare students for SAT. Use of vendor Myrl Johnson to assist students in completion of UC and Common Application essays prior to deadline.*

SMART Goals

*By the fall of 2018 95% of 12<sup>th</sup> grade students will apply to a post secondary institution. On track students will apply to a 4-year institution, and subject borderline and off track students will apply and matriculate to a State Center Community College.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Track application data in fall semester  
Track SIR and matriculation data

Owner(s):

Whitney Godfirmon HC  
Counselors

Timeline:

September 2017-December 2017  
May 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent information nights/financial aid workshops  
School Messenger and Remind Text  
Use of Social Media (Twitter)  
BHS Guidance website

Describe Related Professional Learning:

FAFSA training for guidance counselors  
UC/CSU admission training  
UC/CSU conferences  
College Board conferences

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- FAFSAworkshops
- CSU Application Workshops
- UC Application Workshops
- College Essay support
- QuestBridge Workshops
- Common App Workshops

Bullard Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Barney Zapata and Myrl Johnson. Will also support Action 1, 3	\$ 4,000.00
<b>Total</b>									<b>\$ 4,000.00</b>

## Action # 9

### Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
7139 - Secondary students social awareness survey results for questions 21-28	59	69	

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

Bullard High School will take steps to connect students with staff members through allotted time for teacher/student interaction beyond the academic curriculum. Provide professional learning on non-contingent attention and its value in building relationships with student. Teachers who attend School Climate and Culture training will provide input on campus climate issues and strategies for addressing the issues. Use of 5-star student software to track student and teacher involvement in school culture and activities. Creation of weekly advisory period schedule where teachers have grade alike groups. Ongoing Knights of Valor mentoring club to recruit and mentor males on campus. Teachers will nominate students for "Student of the Month" based on their own criteria in order to strengthen the adult connection to students on campus. Student study trips to support VAPA students study skills and connection to campus through activities. Registration to academic competitions and conference. Encourage students to attend and participate in student athletic and campus culture activities on and off campus.

### SMART Goals

By June 2018, student responses of 'Agree' or 'Strongly Agree' to the statement "There is an adult at my school who really cares about me" will increase from 59% to 69%

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

#### Details: Explain the data which will specially monitor progress toward each indicator target

Monitor recruitment results for clubs through Goal 2 data

School Climate Survey results

Monitor attendance at lunchtime Knights of Valor mentoring club.

#### Owner(s):

Armen Torigian Vice Principal,

Counselors Campus Culture Director

School Culture and Climate

#### Timeline:

August 2016 - June 2017

### Explain the Targeted Actions for Parent Involvement (required by Title I):

Communicate with parents via school messenger and web site regarding school activities

Conduct grade level parent nights

Back to School Knight and Open House

### Describe Related Professional Learning:

Provide release time for teachers to attend Climate and Culture training and plan presentations for all staff. Utilize school psychologist, and REC Counselor to offer once per year professional development on building relationships and the social emotional education of students.

Site based Professional learning for Goal 2 involvement

Site based professional learning CHAMPS chapter 7 motivation of students.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Use of 5-star student software to create incentive based activities.  
 Knights of Valor Young men's mentoring  
 Student of the Month

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

*Conferences with EL students conducted by counselor and VP's around strategies for success in the classroom.  
 Utilize REC counselor along with BRCA to support EL students and families. Use of advisory to connect EL students to staff member.*

Bullard Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintence	\$ 5,000.00
9	2	Sup & Conc	Instruction	Other Equip Maintenance				Maintenance of safety equipment	\$ 5,000.00
								<b>Total</b>	<b>\$ 10,000.00</b>

**Action # 10**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	8	6	California Teaching Fellows Foundation
4849 - Truancy rate	62	52	California Teaching Fellows Foundation
6046 - 9th -12th grade students who drop out	4	3	Edgenuity

New-Action    
  On-going    
 Reasoning:  Strong Evidence    
  Moderate Evidence    
  Promising Evidence

Detail the Action

Chronic Absenteeism (5942) Bullard High School will implement an attendance monitoring management and intervention system for students with attendance rates of less than 90%. All students will receive messages from teachers and staff regarding the importance of attendance and the correlation to grades and overall success. Recorded messages will go to parents of any student absent from class during the day. The Resource Counseling Assistant (Bilingual Spanish) will make personal contact with parents of students through home visits as well as phone calls who have less than 90% attendance. Referrals to parent university staff for home visits will be made in situations where parents are unresponsive. If attendance does not improve, parents will be scheduled to meet with their student's counselor in an effort to identify barriers to attendance and provide any services necessary to improve attendance. Bi-monthly attendance meetings with the parents of students who have been truant. Parents who are unable to utilize provided resources and services to improve attendance will be referred by Vice Principals to the FUSD Department of Prevention and Intervention (DPI) for possible School Attendance Review Board (SARB) proceedings. Incentives for high attendance percentage. Use of substitutes to support home visits. Built-in weekly advisory schedule to support stronger connection to school in order to improve/encourage positive attendance.

SMART Goals

By June 2018 the percentage of students who have an attendance rate of less than 90% (EHS red and purple) will decrease from 8% to 6 %.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Daily reports of students with less than 90% attendance

Daily logs of phone calls to parents and referrals to parent university for home visits. SART team bi-monthly meetings with students and families

ATLAS logs of Counselor meetings to identify barriers to attendance and provide services.

ATLAS logs of Vice Principal meetings prior to SARB referrals

Owner(s):

B. Vollhardt VP

Counselors

Attendance Clerks

Parent Univ Site Rep (SART Team)

Resource Counseling Asst

Timeline:

August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:



*Make personal contact by phone with parents of students with less than 90% attendance regarding attendance barriers. Make home visits when necessary due to unresponsiveness. Counselors meet with parents to identify barriers to attendance and provide resources. Vice Principals meet with parents to explain the SARB process. Daily phone messages to parents of all students who are absent from class. As part of home mailer, refrigerator magnets with attendance phone numbers will be provided to families.*

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

*Discussions between students and teachers regarding the importance of attendance.*

Advisory schedule to support stronger connection to school.

*Utilize resources, such as school psychologist, to offer professional development on building relationships and the social emotional education of students that lead to increase connection to school and greater attendance.*

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

*Use of BRCA for parent contact will be made in home language regarding attendance. Use of BRCA at SART meetings. Conferences with EL students conducted by counselor around strategies for success in the classroom. Utilize REC counselor along with BRCA to support EL students and families with strategies to improve attendance. VP, Counselor, and BRCA make periodic home visits with families identified through attendance as needed support and strategies to get students back in school.*

Bullard Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	2	Sup & Conc	Instruction	Local Mileage				Local Mileage	\$ 3,000.00
								<b>Total</b>	<b>\$ 3,000.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0055 Bullard High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Mat & Supp			Academic support for students	6,475.00
3	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	81,485.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Francis, Onesta 1051808 one period of Men's Alliance	17,996.00
3	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 8 Teaching Fellows	10,967.00
3	1	Sup & Conc	Instruction	Direct Trans			Will also support Action 1, 2,4, 8	30,000.00
3	1	Sup & Conc	Instruction	Direct-Graph			Graphics - Will also support Action 10	15,000.00
4	1	Sup & Conc	Instruction	Oth Cls-Supp			student tutors and AP mentors	12,000.00
4	1	Sup & Conc	Instruction	Equip Rental			Rental of equipment/supplies	7,000.00
4	1	Sup & Conc	Instruction	Direct-Food			Food services. Also will support Action 3,6,9	5,000.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning/PL Training/Proctor Testing/IPG/Lead Teacher Retreat/Conferences/Home Visit	26,300.00
5	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts - ELA & Math, after school tutorial lunch, SAT/AP, Link Crew, CHAMPS Training	58,620.00
5	1	Sup & Conc	Instruction	Mat & Supp			Will also support Action 1,2 3, 4, 6,7,8,9, 10	170,006.00
5	1	Sup & Conc	Instruction	Direct Trans			Transportation	10,000.00
6	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Child care/babysitting	1,000.00
6	2	Title 1 Basic	Parent Participation	Mat & Supp			Support of parent involvement/NO FOOD, NO INCENTIVES	3,500.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.313		16,560.00
6	1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts tutoring for ELPAC	1,500.00
6	1	LCFF: EL	Instruction	Mat & Supp			Informational luncheons/data chats for EL students	6,170.00
6	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT testing	2,000.00
6	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.688		36,431.00
8	1	Sup & Conc	Instruction	Cons Svc/Oth			Barney Zapata and Myrl Johnson. Will also support Action 1, 3	4,000.00
9	2	Sup & Conc	Instruction	Oth Equ Mnt			: Maintenance of safety equipment	5,000.00
9	2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	5,000.00
10	2	Sup & Conc	Instruction	Local Mileag			Local Mileage	3,000.00

\$535,010.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$92,460.00
Sup & Conc	7090	\$396,449.00
LCFF: EL	7091	\$46,101.00
<b>Grand Total</b>		<b>\$535,010.00</b>

Domain Totals	Budget Totals
Academic	\$464,519.00
SEL / Culture & Climate	\$70,491.00
<b>Grand Total</b>	<b>\$535,010.00</b>