

Fresno Unified School District - Single Plan for Student Achievement (SPSA)

2018-2019

Bullard High

106216610302791

Principal's Name: Carlos Castillo

Principal's Signature:  -

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<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.

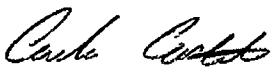

Consolidated Program Assurances

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Carlos Castillo	X				
2. Chairperson – Mark Topoozian				X	
3. Vice Principal - Armen Torigian			X		
4. Head Counselor - Whitney Godfirnon			X		
5. Counselor – Korrie Gallardo			X		
6. Teacher – Molly Yates		X			
7. Teacher – Jamie Maxey		X			
8. Teacher – Heather Lane		X			
9. Josie Almeida				X	
10. Catherine Towers				X	
11. Maneka Welch				X	
12. Wendy Nelson				X	
13. Monique Sherrie				X	
14. Melanie Nutting					X
15. Alyssa Mechem					X
16. Giovanna Guerrieo					X
17. McKenna Nelson					X
18. Jazzlyn Tristan					X
19. Sammie Davis					X

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		3/22/18
SSC Chairperson	Mark Topozian		3-22-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Bullard - 0055

ON-SITE ALLOCATION

3010	Title I	\$156,052
7090	LCFF Supplemental & Concentration	\$464,128
7091	LCFF for English Learners	\$50,673
TOTAL 2018/19 ON-SITE ALLOCATION		\$670,853

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$58,208
Remaining Title I funds are at the discretion of the School Site Council	\$97,844
Total Title I Allocation	\$156,052

Bullard High 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
Enrollment in AP/IB	19.786	27
Completing AP/IB Courses with Credits Earned (HS)	26.911	33.911
AP/IB Exams Passed (HS)	32.676	40
EL Reclassification Rate (All grade levels)	7.273	15
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	48.237	56
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.626	27
One D or F on Any Report Card (grades 2-12)	69.605	60

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

In ELA III we dropped from 59% meeting or exceeding to 48% meeting or exceeding. In ELA III, we were in the first year of a newly adopted curriculum (Springboard). The ELA III AC/PLC lacked the foundations of an effective AC such as CFAs, data analysis, and response to student results. During our change of testing coordinators we did not effectively convey the importance of the test to our students through class visits. We also did not emphasize the tests importance to teachers through required test proctor training.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

In math, we dropped from 25% meeting or exceeding to 19% meeting or exceeding. We were in the first year of our new curriculum adoption in math (Big Ideas). We had a decrease in the number of advance math 11th grade students taking the SBAC and the percentage of advance math students meeting or exceeding dropped from 52% in 15-16 to 34% in 16-17. We did not effectively convey the importance of the test to our students through class visits. We also did not emphasize the tests importance to teachers through required test proctor training.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our Hispanic and African American subgroups both dropped significantly by 11% and 14% respectively. Our socio-economically disadvantaged students dropped by 13% and our English Learners dropped by less than 1%. Language barriers was a contributing factor in the disproportionality of our English Learners in ELA. Our behavior referral data shows there is a larger amount of students from lower performing subgroups referred and suspended leading to increased missed instructional time. Lack of systematic response to intervention for all struggling students contributes to the "disproportionality" of our significant subgroups.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our Hispanic and African American subgroups both dropped significantly by 2% and 11% respectively. Our socio-economically disadvantaged students dropped by 5%. Our behavior referral data shows there is a larger amount of students from lower performing subgroups referred and suspended leading to increased missed instructional time. Lack of systematic response to intervention for all struggling students contributes to the "disproportionality" of our significant subgroups.

One D or F on Any Report Card (grades 2-12)

Current D/F data show 50.86% of our 9-12 grade students had a D or F in the first semester 2017-18 school year. This is an improvement of 6% from the school year 16-17. There was a stronger emphasis on reviewing and responding to student work as part of the AC/PLC process. Every AC/PLC was asked to create a long-term instructional goals for the 17-18 school year. Bullard HS vision statement is for all students to achieve a C or better in every class. We are in our second year of the adopted GVC for math and English. We have systematically increased classroom visitations and feedback for our teachers.

Enrollment in AP/IB

Our current data shows that 19% of our students are enrolled in AP classes. Factors impacting this number are the number of other options our 9th grade students have including pathway classes. 71% of our 9th grade students who are eligible for AP are not enrolled in AP classes. 66% of those students are enrolled in a CTE class. 22% of eligible 10th grade students are not enrolled in AP classes. With an emphasis on CTE pathways, it is difficult to be in both CTE and AP considering space on students' schedule.

AP/IB Exams Passed (HS)

Current data shows a passing rate of 32%. Teachers are not following scripted curriculum. There is currently not a push of the AC/PLC agenda for our AP teachers as they are also asked to teach other subject areas. No teachers are going to training at a minimum of every other year. Currently, there is no systematic way of tracking who has been trained and how often. There are not specific site expectations for continued training.

Completing AP/IB Courses with Credits Earned (HS)

Bullard HS has improved from a 15% drop rate in 14-15 to a 11% drop rate in 15-16 and 16-17. We now have an AP coordinator that is tasked with having conversations with students and families who express interest in dropping their AP class. We also plan celebrations for students who enroll, complete the class and take the AP exam.

EL Reclassification Rate (All grade levels)

We showed a current decrease in the percentage of reclassification from over 10% to 7.3%. 28.5% of our LTEL students are also Special Education students. Along with the change in assessment from CELDT to ELPAC this year we failed to continue the practice of holding ELPAC chats and a follow up celebration for those who were reclassified. There are not currently targeted instructional practices with the goal of preparing students to successfully pass the ELPAC at the required level.

One D or F on Any Report Card (grades 2-12)

Data shows 74.1% of African American males have 1 or more D/F in the Fall 2017. Overall 65% of African American students have one or more D/F on their report card. SpEd and EL are 62% and 66%. At the start of 17-18 school year, we were not monitoring student performance as closely and did not have the supports in place such as mentoring, and re-engagement of students for many of our subgroups. There was a delayed start to our After-School Program that provides academic support for students.

Enrollment in AP/IB

The percentage of African American and Hispanic students in AP is lower than the overall percentage of enrolled students. Conversely, the percentage of white students in AP is greater than the overall percentage enrolled at Bullard.

AP/IB Exams Passed (HS)

AP Chem, AP Physics 1, AP Physics C, and US Govt are at 10% or lower passing rate compared to the other AP classes.

Completing AP/IB Courses with Credits Earned (HS)

During school year 16-17 African American males showed to be the lowest percentage of students who completed at least one AP class for credits. Currently only 14 of the 176 incoming 9th grade students recommended for AP are African American.

EL Reclassification Rate (All grade levels)

28% of LTEL students are Special Education. Currently, only 1 student of all of the current 77 LTEL students was classified as RFEP ready.

Step 2: 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.

1 SSC:

SSC reviewed budget and one member states the money is targeted to those students who are at risk and not those who are successful.

2 ELAC:

After reviewing the SPSA, During ELAC meeting questions were answered but no feedback was provided by those attending.

3 Staff:

We presented SPSA to staff through teaches who were SSC representatives. No feedback was given but questions were answered for those staff members attending.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

PLC/AC training for Lead teachers. Subs for planning days for teachers. Sub-agreements for Teaching Fellows. Support of parent involvement for Spanish speaking parents and child care for those parents. Technology for classroom use.

Increase opportunities for teacher planning days to focus on student learning. Increase opportunities for teacher training in effective AC/PLC. Increase technology purchases for math to support online GVC (Big Ideas) and increase the use of Khan Academy in all ELA and Math classes. Continued use of parent support consultant for our Spanish speaking families. Fund 3.5 hour Bi-lingual Instructional Aid position in support of EL instruction. Fund 1.0 FTE for Home School Liaison work with families of at-risk students in the areas of attendance, achievement, and behavior. We will continue to support student achievement through professional development of our teachers through attendance at educational conferences. To support growth in language arts, we will be adding more technology in English classrooms to support students use of the GVC (Springboard) Online. We will purchase additional technology for science classrooms and for our Re-Engagement Center where students can get additional academic help. Continue to utilize California Teaching Fellow to support and aid in monitoring student performance. Substitute teachers will be provided to give teachers time to plan for instruction and responses to assessment. We will again provide funds to support parent involvement through education and provided child care. We will continue to fund peer tutors in the areas of math, science, and world languages

Action 1

Title: Standards Meeting or exceeded-ready CAASPP ELA

Action Details:

Standards Exceeded-Ready ELA SBAC/EAP: Provide site and region with continued training around analysis of student results data in ACs. Teams will continue the development and analysis of formative assessment results. Teams will have quarterly and summer planning days as they identify focus standards and the analysis of Interim Assessment results and develop formative assessments that align to the rigor of CCSS. Teacher teams will respond to student need based on the analysis of the results. There will be an emphasis in adult learning through peer classroom walks focused on the IPG by teachers and leaders. 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. Conduct class visits and talking points for 11 grade classes prior to the CAASPP. Use of classroom technology, including tablets, to support student achievement. We will add Education Elements as a vendor in support of students as we design and implement an instructional approach to personal learning in the classroom. Comprehensive after-school program for tutoring and focused RTI by discipline that includes peer tutors, teaching fellows, and teachers. Creation of a Home School Liaison position to support students with attendance in order to increase CAASPP scores. We will work with student support groups such as Knights of Valor to offer additional tutoring around Interim Assessment and SBAC. We will monitor performance including grades and Interim scores of our African American, Hispanic, EL, Special Education subgroups and offer lunchtime and afterschool tutoring tailored to needs based on performance results. Work with ELA III PLC to give SBAC practice during the year and monitor results throughout.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Review of 17-18 ELA-EAP/CAASPP results in the fall of 2018. Review of Interim Assessment results in October 2018 and February 2019. Review data from classroom walks using IPG to monitor implementation of 2B-Challenging Content and 3-Ownership. Monitoring of Accountable Communities around data analysis and response to student results.

Owner(s):

VP Salazar
Admin Team
Instr Leadership Team
Individual AC's

Timeline:

August 2018-April 2019
October 2018-March 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Specify enhanced services for EL students:

Use of bi-lingual counseling assistant and para-professional bilingual 3.5 hour position. Provide beginning and

Targeted intervention during instructional time based on student results on formative assessments. Lunchtime and comprehensive after-school program including peer tutors and targeted RTI based on assessed skills and knowledge by ELA teachers. Focused efforts to use targeted RTI to increase Interim assessments scores of African American and Hispanic students in order to increase SBAC student results. Participation in PLI initiative as we design and implement an instructional approach to personal learning in the classroom.

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

Communication of CAASPP scores to parents during the summer and fall of 2018. 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

intermediate EL 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 classes to support language development of both English speakers and English Learners.

Describe Professional Learning related to this action:

Professional learning centered on the similarities between Common Formative Assessments, Interim Assessment and CAASPP style questions. Continued professional learning on the practice of effective PLCs/ACs to impact student achievement. Instructional coach lead quarterly peer class walks using the Instructional Practice Guide to increase the level of rigor in teaching cross curricular literacy. Teacher attendance in district provided non iPL training around effective use of GVC (SpringBoard)

Action 2

Title: Standards meeting or exceeding/Ready Math CAASPP/EAP

Action Details:

Standards Exceeded-Ready Math SBAC/EAP: Provide site and region with continued training around analysis of student results data in ACs. Teams will continue the development and analysis of formative assessment results. Teams will have quarterly and summer planning days as they identify focus standards and the analysis of Interim Assessment results and develop formative assessments that align to the rigor of CCSS. Teacher teams will respond to student need based on the analysis of the results. There will be an emphasis in adult learning through peer classroom walks focused on the IPG by teachers and leaders. 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. Conduct class visits and talking points for 11 grade classes in math prior to the CAASPP. Use of classroom technology, including tablets, to support student achievement. We will add Education Elements as a vendor in support of students as we design and implement an instructional approach to personal learning in the classroom. Comprehensive after-school program for tutoring and focused RTI by discipline that includes peer tutors, teaching fellows, and teachers. Creation of a Home School Liaison position to support students with attendance in order to increase CAASPP scores. We will work with student support groups such as Knights of Valor to offer additional tutoring around Interim Assessment and SBAC. We will monitor performance including grades and Interim scores of our African American, Hispanic, EL, Special Education subgroups and offer lunchtime and afterschool tutoring tailored to needs based on performance results. Work with Math PLC's to give SBAC practice during the year and monitor results throughout.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Review of 17-18 Math-EAP/CAASPP results in the fall of 2018. Review of Interim Assessment results in October 2018 and February 2019. Review data from classroom walks using IPG to monitor implementation of 2A-Challenging Content and 3-Ownership. Monitoring of Accountable Communities around data analysis and response to student results. Focused efforts to use targeted RTI to increase Interim assessments scores of African American and Hispanic students in order to increase SBAC student results. Participation in PLI initiative as we design and implement an instructional approach to personal learning in the classroom.

Owner(s):

VP Maciel
VP Vollhardt
Admin Team
Instr Leadership Team
Individual AC's

Timeline:

August 2018-April 2019
October 2018-March 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Targeted intervention during instructional time based on common formative assessments and interim results. Lunchtime and afterschool tutorial for Algebra I through Algebra II. Use of Khan Academy during Algebra II and

Specify enhanced services for EL students:

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

Advanced math within the class period. Students will receive re-teaching of the lesson and will be given the opportunity to re-assess after re-teaching to improve their score. Case managers will be used to provide additional support and instruction for students needing tier 3 intervention.

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

Communication of CAASPP scores to parents during the summer and fall of 2018. Provide explanation of results and the impact it has on their students' college academic standing. Use of School Messenger and Remind. Use of Parent University and others such as PTSA, ELAC and School Site Council about the importance of CAASPP and planning supports for students around test administration.

Describe Professional Learning related to this action:

Professional learning centered on the similarities between Common Formative Assessments, Interim Assessment and CAASPP style questions. Continued professional learning on the practice of effective PLCs/ACs to impact student achievement. Instructional coach lead quarterly peer class walks using the Instructional Practice Guide to increase the level of rigor and teaching of conceptual understanding and application of learning. Focused teacher-led professional learning around current guaranteed and viable curriculum in math. Continued teacher attendance in district provided iPL training around effective use of GVC (Big Ideas) Teacher led professional learning designed to better prepare high achieving math students for SBAC

Action 3

Title: Percent of one D or F on Any Report Card/A-G on-track

Action Details:

Percent of students with a D or F: By the 3rd week of the school year, student will have access to a comprehensive after-school program which will provide tutorial and RTI that aligns with required skills and knowledge in the core subjects of math, science, and ELA. Attendance in the after-school program will be monitored through the use of sign-in sheets or 5 Star Students Software that are monitored each week. Teachers, Teaching Fellows and peer tutors will monitor and support lunch time and after school tutorials. Teaching Fellows will monitor individual students weekly 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. Administration will conduct individual goal setting conferences with targeted grade levels teachers around grading policy and strategies to reduce D/F percentage. 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 will receive lessons on academic organization skills plus resources to support their improvement. Use of instructional peer class visits using the IPG for teacher professional learning. Use of Link Crew students for peer support. Provide students with planners and supporting curriculum for teachers to educate students on effective use of planners. Parenting workshops for bi-lingual parents provided by vendor. Subs for collaborative planning time for Accountable Community Teams. College field trips to expose to post secondary opportunities. Teachers will receive additional professional learning around class management strategies. Use of bi-lingual counseling assistant and home school liaison to communicate with students and families regarding attendance, achievement, and behavior. Work with African American mentor support will work with and monitor our highest need African American students. Teaching Fellows and our REC teacher periodically summons all students including African American students to monitor academic progress and offer strategies to improve classroom performance.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Ongoing grade monitoring per grading period; Review trend data from classroom walks using IPG Monitor. PLC/AC use of common formative assessment and responding to student results. Targeted RTI to be based on assessed skills and knowledge of students including African American and Hispanic students. Incentivize attendance at intervention in order to increase student grades. Monitoring weekly attendance in after-school program tutorial. Monitor grades of students by academic support team with specific focus on African American and Hispanic students.

Owner(s):

Admin Team
Counselors
Instructional Lead Teachers
Academic Support Team

Timeline:

September 2018
October 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

After school tutoring by peers, teachers and Teaching Fellows. Teacher and Teaching Fellow provided lunch tutoring. Incentives based on Attendance, Interim Scores and grades. Student of the month recognizing student achievement/improvement. Student planners provided to improve academic organization. Knights of Valor mentoring club. 9th grade academic support team and resources

Explain the 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) as well a home school liaison will work closely with families to communicate and provide support to parents. Parenting workshops for bi-lingual parents to support them in understanding how to help their students succeed in school.

Specify enhanced services for EL students:

A Resource Counseling Assistant (Bilingual Spanish) as well a home school liaison will work closely with bi-lingual families to communicate and provide support to parents. Parenting workshops for bi-lingual parents to support them in understanding how to help their students succeed in school. VP/Counseling will conduct one-on-one meetings with EL students regarding needs. Lunchtime tutoring provided prior to LTEL students prior to assessments. Incorporate ELD literacy standards as part of curriculum in core non-math classes to support language development of both English speakers and English Learners

Describe Professional Learning related to this action:

District wide and quarterly site-based professional learning will contribute to teacher growing their understanding of the GVC and data analysis as well as help with the development of assessment to measure student understanding. Instructional practice walk opportunities for teachers using IPG. Professional learning opportunities made available through attendance at educational conferences.

Action 4

Title: AP Enrolled/Test Taken/Test Passed

Action Details:

Advanced Placement: Bullard will create an Advanced Placement AC/PLC and provide teachers with time to plan and collaborate according to the PLC Foundations. BHS will increase AP study session opportunities for students throughout the 18-19 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 celebration 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. BHS will provide a BBQ and other incentive for AP students to complete the class and take the exam so that by the end of the 2018-19 school year 34% of 9th-12th grade students who meet the AP Eligibility Pool Criteria will be complete the AP course(s) and 39% will take and pass the corresponding AP exam(s) with a 3 or higher. We offer a summer AP Human Geography course as part of summer school to prepare incoming 9th grade students for the rigor of AP. AP coordinator will strategically target and support African American and Hispanic students who have potential to take and pass an AP course. Continued monitoring of enrollment by subgroups as well as hold exit interviews with all students who wish to drop their AP class with the goal of keeping them enrolled in the course.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Monitor AP course pre-registration data for Spring 2018. Ongoing monitoring of enrollment in January of 2019 and test registration totals in March 2019. Make use of 5-Star software to monitor student attendance at provided AP study sessions quarterly. Monitor AP exam pass rate Fall of 2018. Work with site AP Coordinator to monitor progress of AP PLC as it works through PLC foundations.

Owner(s):

Scott Sanders VP
Whitney Godfirmon, HC
Colleen Kuehter, Counselor
AP Coordinator

Timeline:

August 2018-May 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

AP teacher will each offer study sessions outside of the school day. BHS will 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

Specify enhanced services for EL students:

Encouraging native Spanish speakers to enroll in AP Spanish Language as well as other appropriate AP courses and take the corresponding exams.

exam. Current AP students present to student support groups such as Knights of Valor regarding benefits of AP classes in order to increase enrollment by African American and Hispanic students.

Explain the 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. As part of Open House/Bullard Showcase, AP Parent Night will inform parents of benefits of AP program and encourage parents to support continued attendance and taking of the AP exam. Parent inclusion in incentive dinner for passing of exams.

Describe Professional Learning related to this action:

College Board summer institute, AP Accountable Community training, Advanced Placement training conferences. Provide professional learning and creating conditions for AC/PLC agenda in creation of AP PLC. Creation of master schedule to create grade aligned schedules that facilitates better PLCs.

Action 5

Title: EL Redesignation

Action Details:

EL Re-designation: Identify borderline LTEL students who are Early Advanced or Advanced on ELPAC and provide goal setting conversations for Interim Assessment and ELA-SBAC; Provide separate Interim Assessment and CAASPP testing locations for test administration; monitor test attendance; offer lunchtime tutoring sessions prior to each test administration. Provide incentives for those who are eligible for re-designation based on test scores so that by the end of the 2018-19 school year 14% of Long Term English Learner students will be re-designated. Fund position of bilingual instructional aide to support students in designated EL support classes. Continue to fund bilingual counseling assistant to aid in parent communication and involvement.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Use of EL re-designation report to access individual student data in August. Access Interim Assessment scores after each administration and use results as part of conferences and lunchtime tutorial.

Owner(s):

Scott Sanders VP
Administration Team

Timeline:

October 2018 & January 2019 (Interim 1&2)
April 2019 (SBAC)
Spring 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Lunchtime tutorial prior to test administration for borderline LTEL students. Beginning and Intermediate EL elective courses. Use of bilingual instructional aide to support in the designated EL support classrooms.

Specify enhanced services for EL students:

Informational conferences with borderline LTEL students conducted by EL counselor and VP regarding strategies for success in the classroom, CAASPP, Interim, and ELPAC. Lunchtime tutorial prior to test administration for borderline LTEL. EL support classes for beginning and intermediate EL students. ELD literacy standards incorporated in core classes to support language development of English Learners in those classes.

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

Quarterly 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. Spanish and Hmong FAQ related to SBAC. Bilingual Counseling Assistant to help communicate with Spanish speaking families and help facilitate parenting classes through contracted vendor.

Describe Professional Learning related to this action:

Instructional coach to lead professional learning aligned to California Standards for English Language Development to support all student. Provide opportunity for professional learning to EL instructor through training and conferences.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Subs			subs for IPG walks	9,371.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for planning days	16,765.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Instructional technology	61,060.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Ed Conferences	30,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PL Contract	14,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD, NO INCENTIVES**	6,223.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	14,111.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Split funded with 0181 \$54,707 7090 \$22,394 3010 \$55,574 =\$132,675	55,574.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			Encourage Tomorrow : Encourage tomorrow M/W Alliance tutors	1,500.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,153.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			subs for planning days including Subs for Edu. Elements PLI Days	27,339.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher training (CHAMPS)	3,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			*Other* : Supplies for AP Testing: Space/Table/Equipment	15,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	55,218.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Split funded with 0181 \$54,707 7090 \$22,394 3010 \$55,574 =\$132,675	22,394.00
G1A3	Sup & Conc	Instruction	Direct Trans			transportation	15,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	16,741.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Mryl Johnson : Works with Student Writing for College Admission Essays	2,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Diane Honda : Consulting Year Book & Journalism.	2,000.00
G1A3	Sup & Conc	Instruction	Communicatio			: Communication; mailers; report cards; etc	10,000.00
G1A4	Sup & Conc	Instruction	Direct-Food			Direct Food	5,000.00
G1A5	Sup & Conc	Instruction	Mat & Supp			: Incentives	46,258.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	See all Goal 1	13,285.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,669.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC testing subs	1,000.00

\$456,661.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	97.553	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

Included all students in Goal 2 data that were enrolled in elective classes as well as students who participated in one-time engagements. We don't know the amount of students who attend one-time engagements versus the amount of students entered from a reoccurring art, athletic, or activity. We also noticed that we counted students who were involved in an in-school assembly or rally. This made our participation rate appear higher than it actually may have been.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

For the 16-17 school year 46% of our white students participated in athletics compared to 36% and 38% for Hispanic and African American students. In the Arts, 41% of white students participated compared to 38% and 41% for African American. A majority of athletic opportunities in the non-major sports are participated in by white students.

Step 2: 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.

1 SSC:

SSC reviewed budget and no feedback was shared because no site money was dedicated to Goal 2.

2 ELAC:

After reviewing the SPSA, ELAC did not comment on goal 2 as site money was not tied to it.

3 Staff:

We presented SPSA to staff through teachers who were SSC representatives. No feedback was given along Goal 2 because no site money was tied to it.

Action 1

Title: Student Involvement on campus

Action Details:

Bullard High School will take steps to connect students through arts, activities, and athletics. Use of 5-star student software to track student involvement in school athletics, arts and activities. Ongoing Principal's Action Committee to give students a voice on campus activities. Facilitate and support positive student experiences in Drama, Music, and Athletics. Provide students with most qualified coaches and instructors as part of their experience in Arts and Athletics..

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Monitor recruitment results for clubs through Goal 2 data. Use ATLAS to monitor individual student involvement on campus.

Owner(s):

Administration Team
Counselors
Campus Culture Director

Timeline:

August 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

5-star student software to create incentive based activities. Student of the Month, Financial support in the form of entry fees, competitions, roter busses and other necessities for activities, arts, and athletics.

Specify enhanced services for EL students:

Translation of school communication regarding activities on campus into home languages.

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

School Messenger and website highlighting times and place for campus activities and athletics.

Describe Professional Learning related to this action:

Professional learning for coaches and club sponsors regarding fund raising and club sponsorship.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	30.164	37.164
CTE Enrollment	34.869	41.869

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

CTE Enrollment

There is an ongoing increase in CTE enrollment as we add grade level offerings in our pathways each year in addition to additional offerings in computer science. Bullard HS presented our CTE pathway offerings to incoming 9th grade students and their parents during site visits in preparation for pre-registration. During pre-registration students were presented with information about CTE programs aligned to our Linked Learning pathways as well as our computer science program.

Linked Learning Enrollment

There is an ongoing increase in Linked Learning as we continue to build the programs from the middle school level. There is an increase in enrollment as we add grade level offerings each year and work to reduce attrition from the pathways and add students who express interest in a pathway after their freshman year.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

CTE Enrollment

There does not appear to be disproportionality in the demographics of student enrollment in our CTE law classes as the percentage of our subgroups enrolled is close to the percentage of the make up of the school. There is a large disproportionality in male to female students in computer science, business and biomedicine classes. We must improve our recruitment of females in computer science and business and males in biomedicine. Special education students are not represented in CTE classes in an equal proportion to their representation in the school population.

Linked Learning Enrollment

There is a disproportionality in our Linked Learning enrollment by pathway that aligns to the aforementioned disproportionality in the CTE classes; business is predominantly male students while biomedicine is predominantly female students. The difference by gender in law is negligible. There are no significant differences by other subgroups in all three pathways. In all three pathways however, there are fewer special education students enrolled than in the school as a whole, due to the conflicts that arise from those students requiring co-taught core classes.

Step 2: 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.

1 SSC:

2 ELAC:

3 Staff:

Action 1

Title: CTE and Linked Learning Enrollment

Action Details:

To increase CTE enrollment BHS will add grade level offerings in our pathways each year in plus additional offerings in computer science. Bullard HS recruits for CTE pathway through informational parent meetings at our feeder middle schools. In the Fall, incoming 9th grade students are exposed to pathway options via the Middle School CTE Expo as well as a campus visit to Bullard HS. Parents are also invited to attend the School Choice Expo. In the Spring, students are presented with information about CTE programs aligned to our Linked Learning pathways as well as our computer science program during their pre-registration visit to Bullard. Parents and student are invited to Showcase/8th Grade Parent "Knight" where they receive addition information plus visit pathway classrooms and meet teachers. To increase Linked Learning enrollment we continue to build the programs from the middle school level.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Monitor student enrollment in CTE and Linked Learning classes; Dual enrollment opportunities; Number of student certifications; Monitor number of students who complete completer level CTE course; number of staff members with CTE credentials.

Owner(s):

Rachael Maciel VP
Ralph Vasquez CTE Coordinator
Whitney Godfirmon HC

Timeline:

August 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

CTE coordinator; CTE mentor lunches; field trips to college campuses and businesses; Career skills challenge; site licenses for instructional technology.

Specify enhanced services for EL students:

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

Parent Nights; School Messenger; post cards, Remind; Open House/Showcase;

Describe Professional Learning related to this action:

PLTW summer training; NAF conference; Linked Learning and CTE conference; Common cross-curricular project planning days

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	10.816	8.816
Suspensions Per 100	15.216	14.216
Parent Survey - Respected and welcomed	88.303	95.303
Student Survey - Included	45.089	52.089

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

53.8% of BHS students answered positively on the "sense of belonging" domain of the students survey. 59% of students said they agreed there is an adult at their school who really cares about them.

We have seen an increase in students struggling with social emotional and mental health issues that chronically do not attend school. In 17-18 we have had 51 students who have been identified as being in crisis and needing a wellness plan after being out of school.

There is a very low percentage of families that respond to the second truancy letter in which they are invited to attend an informational meeting on attendance.

Suspensions Per 100

In 16-17 we were under the final stages of reconstruction of the main part of campus and all non-teaching adults were located in the west part of campus which caused difficulties in managing and monitoring student behavior.

BHS was focused on the Ed code guidelines for student consequences without focusing on building teacher capacity on positively supporting students.

Parent Survey - Respected and welcomed

Current parent survey data shows a decrease from 83.6% in 15-16 to 82.6%. A factor that contributed to this slight decline was the status of our campus during construction. Many services to parents that were normally centralized were spread out among various temporary buildings that caused confusion and frustration. Bullard's marquee, that was a component of the communication process, was disabled for many months during construction.

Student Survey - Included

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

Current 17-18 attendance data shows a disproportional attendance rate among our EL and SpEd subgroups. There is a 6% difference in our SpEd students and a 2% in our EL students who have a 85% attendance rate or better. This is connected to the "sense of belonging" survey results.

Suspensions Per 100

Our SpEd and African American students had the highest percentage of suspensions per 100. We are not providing adequate supports for our SpEd students. There is a need to better inform all adults on campus of the needs of our SpEd students and how to better support them. During the 17-18 school year structures in Men's and Women's Alliance were not fully implemented by the teachers. We were not monitoring student behaviors and achievement close enough and adults were not in place who could support behavior modification and mentoring for our African American students. There was a deficit in parent contacts to support African American students.

Parent Survey - Respected and welcomed

Survey results broken down by demographics in race, EL status, and SpEd show that there is not a disproportionality in responses among the various sub groups.

Student Survey - Included

African American students had the lowest favorable responses to the survey with 40% compared to 49% for white students and 47% for Hispanic students. The perception from a percentage of African American student body sees Bullard as not inclusive to African Americans.

Current data for the Sense of Belonging domain on student survey shows 53.8% positive response which is an increase of 6% over 16-17. We have increased the number of Student of the Month nominations by 40%. We have started tracking student involvement using 5-star system. We have doubled the number of school pride rallies. With construction of the campus complete, students have a dedicated space to congregate as well as to hold more outdoor campus culture events. Bullard has increased the number of opportunities for student voice through social media, surveys, and the Remind App.

Step 2: 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.

1 SSC:

2 ELAC:

3 Staff:

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

An extra Men's Alliance was funded out of SCE fund but did not show to be effective and may not be funded again. Optional CHAMPS training was offered in the Fall with the goal of improved class management. Knights of Valor and Link Crew were also funded but the current structures were not effective. Knights of Valor and Link Crew will again be funded but a change in structure and student follow up will be necessary. A resource counseling assistant will again be funded out of Title I to aid in communication with parents, especially those Spanish-speaking parents. Parent workshops will again be provided for bi-lingual parents. Title 1 funds to support 1.0 FTE for Home School Liaison work with families of at-risk students in the areas of attendance, and behavior.

Action 1

Title: Chronic Absenteeism

Action Details:

Chronic Absenteeism: 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 Home School Liaison and Bilingual Counseling Assistant (Spanish) will make personal contact with parents of students through home visits as well as phone calls who have less than 90% attendance. If attendance does not improve, the Home School Liaison will make a referral for parents 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 will be offered for high attendance percentage monthly and by semester. Use of substitutes to support home visits. Planning day will be built into the budget to give attendance clerks and Home School Liaison time to create a systematic way to monitor and respond to daily attendance reports. Counselors and Vice Principals will respond systematically to individual class cuts through a discipline policy that matches time for time. Built-in class meeting schedule to support stronger connection to school in order to improve/encourage positive attendance with the goal that by June 2019 the percentage of students who have an attendance rate of less than 90% will decrease from 10% to 8%. Continued monitoring and follow-up of students who leave Bullard but are not enrolled at another site. Parent contact will be made in native language. Bi-lingual counseling assistant will aid the Home School Liaison in home visits to Spanish speaking homes. Communication home will be translated into students' home language as well as English. Work through Special Education case managers to monitor SpEd student attendance. Bi-lingual resource counselor will monitor EL students attendance and maintain contact with parents.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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 Home School Liaison for home visits. 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
Home School Liaison
Resource Counseling Asst

Timeline:

August 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Discussions between students and teachers regarding the importance of attendance. Class meeting schedule to support stronger connection to school. Counselor meetings to identify barriers to attendance and provide services. Small group meetings led by REC teacher and Vice Principals targeting members of subgroups with high absences to address reasons for absences and discuss supports to improve attendance.

Specify enhanced services for EL students:

Parent contact will be made in native language. Bi-lingual counseling assistant will aid the Home School Liaison in home visits to Spanish speaking homes. Communication home will be translated into students' home language as well as English.

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

Make personal contact by phone with parents of students with less than 90% attendance made by HSL and BCA regarding attendance barriers. Make home visits by HSL when necessary due to unresponsiveness. Counselors meet with students and parents to identify barriers to attendance and provide resources. Vice Principals meet with parents bi-monthly to explain the attendance and 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 are provided to families.

Describe Professional Learning related to this action:

Instruction for attendance clerks on planning days to create attendance monitoring system. All staff meetings to review talking points during class meetings on importance of good attendance. Provide professional learning led by School Climate and Culture on increasing students sense of belonging with the goal of increasing attendance.

Action 2

Title: Suspensions per 100

Action Details:

Out of School Suspensions: 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 will go through an intake meeting with a VP upon return and will be referred to individual or group counseling provided by Re-engagement Center TSA, School Psychologist, 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 TSA. Use of Link Crew students to support positive connection to school. Continuation of Knights of Valor mentoring club that meets weekly at lunch to strengthen students' connection to school and provide exposure to post-secondary options. Create on-boarding opportunities for new students to connect them to support services offered at school. Through professional learning provided to staff we will inform all adults on campus of the needs of our SpEd students and how to better support them. During the 18-19 school year support structures will be put in place in Men's and Women's Alliance to provide students with opportunities to strengthen social emotional learning skills. We will increase the monitoring of student behaviors and achievement and utilize adults such as African American mentor teacher and Knights of Valor to support behavior modification and mentoring for our African American students. Teacher will increase parent contacts to support African American students.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Weekly calibration meeting of administration team to review suspension reports and analyze trends in suspension behaviors. Meetings will include discussion of strategies to address behaviors. Use of 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 with School Climate and Culture Team. Classroom observations to monitor implementation of classroom management strategies. Cross check roster and attendance at Knights of Valor mentoring club with ATLAS portfolio for grades and behavior.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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. Club day on campus to encourage involvement in school through clubs. Utilize resources, such as school psychologist, to offer professional development on building relationships and the social emotional education of students. Knights of Valor young men's mentoring club, African American mentor teacher, Mesa club sponsors, and SpEd case workers and school psychologist will provide emotional support and work with students who are members of significant subgroup in support of positive behavior to decrease suspension in these subgroups.

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

Messaging via weekly School Messenger calls regarding common behavior expectations. Vice Principal meetings with parents of suspended students as part of intake to explain ongoing individual and group counseling follow-up.

Owner(s):

R Maciel VP
Admin Team
Counselors
School Psych
Culture and Climate Team
School Psych/Therapist
WPodsakoff, REC TSA

Timeline:

August 2018-June 2019

Specify enhanced services for EL students:

Use of Bilingual Counseling Resource Assistant to support EL students.

Describe Professional Learning related to this action:

Teachers will attend CHAMPS classroom management training. Training for REC teacher and Vice Principal to implement a social/emotional component for re-engagement in school. Professional development for teachers on relationship building in order to increase the percentage of students who believe an adult care about them.

Action 3

Title: Student-Sense of Belonging

Action Details:

Bullard High School will take steps to connect students with staff members through allotted time for teacher/student interaction beyond the academic curriculum, including regularly scheduled class meetings. 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. BHS will offer a variety of enriching extra curricular and 7th period classes, teams and clubs. Ongoing Knights of Valor mentoring club to recruit and mentor students 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. Concerted effort to celebrate academic, behavior and attendance successes with multiple student groups. Create on-boarding opportunities for new students to connect them to support services offered at school. Contracted vendor will be used to consult with new yearbook and journalism advisor around student inclusion. Concerted and targeted effort will be made to be more inclusive and sensitive to the needs of African American students and their families. Bi-lingual Counseling Assistant and Home School Liaison will work with Campus Culture Director in communicating campus activities and services that to connect Hispanic and African American students on campus.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Monitor recruitment results for clubs through Goal 2 data. Review of School Climate Survey results. Monitor attendance at lunchtime Knights of Valor mentoring club

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 mentoring and Student of the Month celebrations. 7th period courses to provide additional opportunities for students outside of the 6 period school day.

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

Communicate with parents via school messenger, remind, Bilingual Counseling Assistant and Home School Liaison and website regarding school activities. Conduct grade level parent nights Back to School Knight and Bullard Showcase.

Owner(s):

Armen Torigian Vice Principal Counselors
Campus Culture Director School Culture and Climate

Timeline:

August 2018 - June 2019

Specify enhanced services for EL students:

Bi-lingual Counseling Assistant and Home School Liaison will work with students and parents to communicate services offered to connect and engage students on campus. Contracted vendor will provide parenting education to help parents support their students.

Describe Professional Learning related to this action:

Provide release time for teachers to attend Climate and Culture training and plan presentations for all staff. Utilize school psychologist, and REC Teacher to offer once per year professional development on building relationships and the social emotional education of students. District professional development to implement class meetings. Site based Professional learning for Goal 2 involvement. Site based professional learning regarding CHAMPS motivation of students.

Action 4

Title: Parents Survey results

Action Details:

Bullard High School will take steps to help parents feel more respected and welcome on campus through customer service training provided to support staff. Provide on-going communication with parents regarding the academic progress, behavior, and attendance of their students through School Messenger, report cards, summer mailer, bi-lingual counseling assistant, home school liaison and teacher contact. The principal's weekly communication will highlight the week's schedule and activities planned on campus. Back to School Night and Open House/Showcase will give parents opportunities to tour campus, meet teachers, view utilized curriculum and examples of student work completed during the school year. Parenting education opportunity is provided by a contracted vendor and daycare is provided. Parents are invited to celebration events as we acknowledge student successes in academics, VAPA, and athletics.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Monitor parent survey result. Monitor reported parent concerns and complaints.

Owner(s):

Armen Torigian Vice Principal, Counselors
Campus Culture Director

Timeline:

August 2018 - June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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

Specify enhanced services for EL students:

Use of bi-lingual counseling assistant and HSL for communication to Spanish speaking parents. Translation of school home communication into Hmong and Spanish.

Describe Professional Learning related to this action:

Parent education classes provided by contracted vendor. Use of School Messenger and school website to inform parents. Parents invited to Back to School Night and Open House/Showcase.

Customer service training for student support staff.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000		74,644.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental	7,495.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA Evaluation Fee	1,259.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			On-Site Counseling/FPU : Contracted onsite counseling	62,928.00
G4A4	Title 1 Basic	Instruction	Cons Svc/Oth			Barney Zapata : Barney Zapata parent ed classes \$1,500 per Semester	3,000.00
G4A4	Title 1 Basic	Parent Participation	Oth Cls-Supp			child care for parent ed classes	1,000.00
G4A4	Sup & Conc	Instruction	Oth Equ Mnt			Maintinance budget for Cart, Gator & Equipment Maintenance	6,000.00
G4A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4000		23,147.00
G4A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.6000		34,719.00

\$214,192.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0055 Bullard High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Subs			subs for IPG walks	9,371.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for planning days	16,765.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Instructional technology	61,060.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Ed Conferences	30,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PL Contract	14,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD, NO INCENTIVES**	6,223.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	14,111.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Split funded with 0181 \$54,707 7090 \$22,394 3010 \$55,574 =\$132,675	55,574.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			Encourage Tomorrow : Encourage tomorrow M/W Alliance tutors	1,500.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,153.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			subs for planning days including Subs for Edu. Elements PLI Days	27,339.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher training (CHAMPS)	3,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			*Other* : Supplies for AP Testing: Space/Table/Equipment	15,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	55,218.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Split funded with 0181 \$54,707 7090 \$22,394 3010 \$55,574 =\$132,675	22,394.00
G1A3	Sup & Conc	Instruction	Direct Trans			transportation	15,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	16,741.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Mryl Johnson : Works with Student Writing for College Admission Essays	2,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Diane Honda : Consulting Year Book & Journalism.	2,000.00
G1A3	Sup & Conc	Instruction	Communicatio			: Communication; mailers; report cards; etc	10,000.00
G1A4	Sup & Conc	Instruction	Direct-Food			Direct Food	5,000.00
G1A5	Sup & Conc	Instruction	Mat & Supp			: Incentives	46,258.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	See all Goal 1	13,285.00
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,669.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC testing subs	1,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000		74,644.00

G4A1	Sup & Conc	Instruction	Oth Cls-Supp	Classified Supplemental		7,495.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other	: 2% REA Evaluation Fee		1,259.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements	On-Site Counseling/FPU : Contracted onsite counseling		62,928.00
G4A4	Title 1 Basic	Instruction	Cons Svc/Oth	Barney Zapata : Barney Zapata parent ed classes \$1,500 per Semester		3,000.00
G4A4	Title 1 Basic	Parent Participation	Oth Cls-Supp	child care for parent ed classes		1,000.00
G4A4	Sup & Conc	Instruction	Oth Equ Mnt	Maintinance budget for Cart, Gator & Equipment Maintenance		6,000.00
G4A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4000	23,147.00
G4A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.6000	34,719.00

\$670,853.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$156,052.00
Sup & Conc	7090	\$464,128.00
LCFF: EL	7091	\$50,673.00
Grand Total		\$670,853.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$456,661.00
G4 - All students will stay in school on target to graduate	\$214,192.00
Grand Total	\$670,853.00