

Bullard High

10621661030279

Principal's Name: Carlos Castillo

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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.

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.Catherine Towers				X	
4.Wendy Nelson				X	
5.Bianca Montoya				X	
6.Angie Parnagian				X	
7.Iyanna Fuller					X
8.Dianna Green					X
9.Reina Perez					X
10.Whitney Godfirnon			X		
11.Brian Vollhardt			X		
12.Heather Sanders		X			
13.Heather Ramos		X			
14.Mandy Foss		X			
15.Scott Hatfield		X			
16. Jamie Maxey		X			
17. Korrie Gallardo			X		
18. Willam Podsikoff			X		

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

Required Signatures

School Name:			
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		4/26/19
SSC Chairperson	Mark Topoozian		4-26-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Bullard - 0055

ON-SITE ALLOCATION

3010	Title I	\$162,568
7090	LCFF Supplemental & Concentration	\$463,708
7091	LCFF for English Learners	\$44,577
TOTAL 2019/20 ON-SITE ALLOCATION		\$670,853

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$59,482
Remaining Title I funds are at the discretion of the School Site Council	\$103,086
Total Title I Allocation	\$162,568

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Bullard High 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
Enrollment in AP/IB	27 %	27.34 %	2017-2018	34.34 %
Completing AP/IB Courses with Credits Earned (HS)	33.911 %	25.427 %	2017-2018	32.427 %
AP/IB Exams Passed (HS)	40 %	28.89 %	2017-2018	35.89 %
EL Reclassification Rate (All grade levels)	15 %	5.405 %	2017-2018	12.405 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	56 %	46.964 %	2017-2018	53.964 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27 %	20.487 %	2017-2018	27.487 %
One D or F on Any Report Card (grades 2-12)	60 %	66.494 %	2017-2018	59.494 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-153.8 pts	2017-2018	-138.8 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-208.9 pts	2017-2018	-193.9 pts
SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)		-30.7 pts	2017-2018	-15.7 pts
SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)		-116.3 pts	2017-2018	-101.3 pts
SBAC ELA Distance from Level 3 (African American)		-73.1 pts	2017-2018	-58.1 pts
SBAC Math Distance from Level 3 (African American)		-161.9 pts	2017-2018	-146.9 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

In ELA III, our goal was 56% student proficiency, but the current data show we only have only achieved 47%

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

We have now completed our second year of the newly adopted curriculum (Springboard). We

student proficiency.

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

In math, our goal was 27% student proficiency, but the current data show that we have only achieved 20% student proficiency—meaning we only saw a 1% increase from the 2017/18 school year.

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

Current D/F data show that 45.6% of our 9-12 grade students had a D or F in the first semester of the 2018-19 school year. This is a decrease of 5% from the 2017-18 school year.

Enrollment in AP/IB

Our current data shows that 27% of our students are enrolled in AP classes—showing that we met our SPSA goal from the 2017-18 school year.

AP/IB Exams Passed (HS)

Current data shows an AP pass rate of 29%—which is a 3.7% decrease from last year. Some teachers are not following College Board AP curriculum.

Completing AP/IB Courses with Credits Earned (HS)

Current data shows that 25% of the students enrolled at Bullard completed and passed at least one AP course in the 17/18 school year. This is a decrease of 1.5% from the 16/17 school year.

EL Reclassification Rate (All grade levels)

Currently, our EL redesignation rate is 5.4%—a decrease from the previous year by 1.8%.

SBAC ELA Distance from Level 3 (African American)

-73.1 points which is a decrease of 5.4 points (47 kids)

SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)

-30.7 points which is an increase of 2.8 points (300 kids)

SBAC ELA Distance from Level 3 (Students w/Disabilities)

-153.8 points which is a decrease of 35.1 points (43 kids)

SBAC Math Distance from Level 3 (African American)

-161.9 which decrease of 24.9 points (46 kids)

SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)

-116.3 which is a decrease of 5.6 points (304 kids)

SBAC Math Distance from Level 3 (Students w/Disabilities)

-208.9 which is a decrease of 10 points (44 kids)

conscientiously built the master schedule to ensure all of our ELA III teachers had at least four sections of ELA III/AP Lang, thus ensuring fidelity across the PLC, such as CFAs, data analysis, and response to student results. All four ELA III teachers have also attended Solution Tree PLC at Work training. This year, we are also in the early stages of implementing IAB.

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

We have now completed our second year of the newly adopted curriculum (Big Ideas). The Bullard region has determined math to be the focus core area for K-12 and we are strategically working on building foundations that will support linear math progressions, leading to stronger conceptual understanding at the junior level. All five Algebra 1 teachers have attended Solution Tree PLC at Work training. We are beginning to utilize Khan as a resource (in Algebra 2 and above), but we have been very inconsistent in implementation. We are also in the early stages of implementing IAB.

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

Bullard's vision statement is for all students to achieve a C or better in every class. There is an expectation for PLC's to focus on grading practices based on student learning (responding to student work/common tasks/common assessments) instead of student responsibility (late assignments, zeros, etc). We have systematically increased classroom visitations by both admin and ILT and are working to implement individual and group feedback to our teachers based on the IPG observation tool.

Enrollment in AP/IB

We created a process for students wishing to drop an AP course that worked to retain students in AP. The counseling office made coordinated efforts to comprehensively review student schedules in the spring, leading to one on one conversations about AP potential. We moved our AP parent night to our Spring Showcase/Open House, which led to increased student and parent attendance. We also worked to intentionally build a culture around AP by providing students with t-shirts, incentives and concentrating on celebrations.

AP/IB Exams Passed (HS)

We believe that we have seen a decrease in the amount of students passing the AP classes/exams because the AP teachers do not consistently meet as an AP PLC. Teachers are not taking advantage of AP Summer Institute or the AP online resources. There are not currently site expectations for teachers to regularly attend AP training/professional learning.

Completing AP/IB Courses with Credits Earned (HS)

We need to look at demographic data, including grade levels, gender and ethnicity to ensure underrepresented sub groups are being recruited, supported, and retained in AP classes.

EL Reclassification Rate (All grade levels)

We have seen a slight decrease in our EL population and we have been inconsistent in providing ELPAC chats and targeted tutorial with students. We will coordinate efforts with our ELA teachers as we target bubble students and provide tutorial based on data from district interim assessments prior to ELPAC exams.

SBAC ELA Distance from Level 3 (African American)

-73.1 points which is a decrease of 5.4 points (47 kids)

SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)

-30.7 points which is an increase of 2.8 points (300 kids)

SBAC ELA Distance from Level 3 (Students w/Disabilities)

-153.8 points which is a decrease of 35.1 points (43 kids)

SBAC Math Distance from Level 3 (African American)

-161.9 which decrease of 24.9 points (46 kids)

SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)

-116.3 which is a decrease of 5.6 points (304 kids)

SBAC Math Distance from Level 3 (Students w/Disabilities)

-208.9 which is a decrease of 10 points (44 kids)

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Given our TIA status, we are making strategic pivots with respect to all students but special emphasis on African American, SPED, and Socioeconomically disadvantaged students to ensure that appropriate supports and structures are in place for the individual assessed student needs. We expect that the catalyst for change will hinge on our professional learning designed to enhance PLC work, MTSS strategies, and Culturally Responsive Teaching Methodology.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, 2019, we administered an electronic survey in order to elicit SSC input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities. On March 13, 2019, we presented the SSC with a draft of the SPSA, including our aligned budget proposal. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

2 ELAC:

On February 21st, ELAC met with VP Scott Sanders and reviewed the 2018/19 SPSA. They provided ideas and feedback for 2019/20 SPSA.

3 Staff:

On February 28, 2019, we administered an electronic survey in order to elicit staff input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities.

Action 1

Title: Standards Meeting or exceeded-ready CAASPP ELA

Action Details:

Bullard will continue to provide site and region teachers/staff with monthly professional learning aligned to high quality instructional strategies and effective PLC implementation. Professional development, MTSS implementation, Academic Discourse and Culturally Responsive teaching. Teacher AC teams will focus on analyzing student data from common assessment to aligned focus standards and have access to quarterly and summer planning days create common formative assessments (i.e. AC generated, district benchmarks, and IAB's) that align to the rigor of CCSS. Teacher teams will respond to student need based on the analysis of the results, ensuring RTI structures are in place for re-teaching during the school day. There will continue to be an emphasis in adult learning through peer classroom walks focused on the IPG by teachers and leaders. We will continue our PLI work with Education Elements as we pivot toward blended learning that utilizes classroom technology, including tablets, to enhance student achievement and differentiate instruction based on the assessed learning needs of each student. Bullard teachers will dis-aggregate interim assessment data throughout the school year to examine SPED, African American, and socio-economically disadvantaged student sub-group achievement. We will also continue to implement a comprehensive after-school program designed to support students struggling in academics through the use of subject area credentialed teacher tutors, mild moderate credentialed teacher tutors, peer tutors, teaching fellows, and athletic tutorial programs. Bullard will also provide SPED teachers with planning time aligned to specific expectations that will support their work in various Accountable Communities on campus (i.e. SPED, co-taught, pathway, academic core, etc). Bullard will maintain a special focus on ensuring that students who are consistently under-performing (i.e. African American, Special Education, and Socio-Economically Disadvantaged) by scheduling monthly staff pivot meetings with stakeholders (teachers, social workers, case managers, parents/guardians, admin, DPI, SPED, etc) to review student data, monitor progress and collaborate on individual student needs.

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 18/19 ELA-EAP/CAASPP results in the fall of 2019. Review of Interim Assessment results in October 2019 and February 2020. 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 as well as data from common assessments (i.e. AC generated, district benchmarks, IAB's).

Owner(s):

Carlos Castillo
ALL VP's
Instr Leadership Team
Individual AC's

Timeline:

August 2019-March 2020

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

Bullard will continue to build an academic program that is geared toward High Quality Instruction through a personalized learning lens. We will utilize AC/PLC time to collaborate on student learning and best practices that ensures we

are implementing our GVC with fidelity. Department/AC goals will include targeted intervention during instructional time that is based on student results derived from formative assessments. In order to address concepts not learned, we will implement targeted RTI and a comprehensive after-school program that includes the use of certificated teachers, teaching fellows, and peer tutors. We will continue with our participation in the PLI initiative as we design and implement an instructional approach to personalized learning in the classroom. We will utilize technology including hardware/software and online providers such as Turnitin.com to enhance teacher feedback to students with respect to their writing.

Specify enhanced services for EL students:

Use of para-professional bilingual 3.5 hour position. Provide beginning and 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.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Utilization of our 4A Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students. All African American students Bullard will be assessed and have access to an iReady account. We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching.

SPED case manager will monitor academic progress of SPED students and provide instructional strategies to support instruction in core content areas.

SPED Co-teachers will attend core ELA content AC meetings to gain further understanding of ELA concepts and align rigor.

We will ensure that our SPED teachers and academic core co-teachers have access to professional learning that is research based best strategies for students with disabilities and core content. We continue to implement co-teaching in ELA courses in order to ensure SPED students have supports, interventions, and access to grade level curriculum in their general ed ELA classes.

SPED students will also have access to a SPED credentialed teacher within the after school tutorial program.

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

Communication of CAASPP scores to parents during the summer and fall of 2019. 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. Results of the CAASP and district interim assessments are also shared throughout the school year with school site council.

Describe Professional Learning related to this action:

We will continue to provide professional learning opportunities that support teacher competencies around PLC's, MTSS frameworks, blended learning and academic discourse. Complete AC teams (Admin and staff) will engage in side by side learning at Solution Tree Conferences. Admin and staff will also attend SPED and Writing conferences that will work to enhance student engagement through research based best practices. As we strive for High Quality instruction, the Bullard Instructional coach will lead quarterly peer class walks using the Instructional Practice Guide in an effort to increase the level of rigor in teaching by documenting student ownership, engagement, academic discourse, and cross curricular literacy.

Action 2

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

Action Details:

Bullard will continue to provide site and region teachers/staff with monthly professional learning aligned to high quality instructional strategies and effective PLC implementation. Professional development, MTSS implementation, Academic Discourse and Culturally Responsive teaching. Teacher AC teams will focus on analyzing student data from common assessment to aligned focus standards and have access to quarterly and summer planning days create common formative assessments (i.e. AC generated, district benchmarks, and IAB's) that align to the rigor of CCSS. Teacher teams will respond to student need based on the analysis of the results, ensuring RTI structures are in place for re-teaching during the school day. There will continue to be an emphasis in adult learning through peer classroom walks focused on the IPG by teachers and leaders. We will continue our PLI work with Education Elements as we pivot toward blended learning that utilizes classroom technology, including tablets, to enhance student achievement and differentiate instruction based on the assessed learning needs of each student. Bullard teachers will dis-aggregate interim assessment data throughout the school year to examine SPED, African American, and socio-economically disadvantaged student sub-group achievement. We will also continue to implement a comprehensive after-school program designed to support students struggling in academics through the use of subject area credentialed teacher tutors, mild moderate credentialed teacher tutors, peer tutors, teaching fellows, and athletic tutorial programs. Bullard will also provide SPED teachers with planning time aligned to specific expectations that will support their work in various Accountable Communities on campus (i.e. SPED, co-taught, pathway, academic core, etc). Bullard will maintain a special focus on ensuring that students who are consistently under-performing (i.e. African American, Special Education, and Socio-Economically Disadvantaged) by scheduling monthly staff pivot meetings with stakeholders (teachers, social workers, case managers, parents/guardians, admin, DPI, SPED, etc) to review student data, monitor progress and collaborate on individual student needs.

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 18/19 Math-EAP/CAASPP results in the fall of 2019. Review of Interim Assessment results in October 2019 and February 2020. 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 as we design and implement an instructional approach to personal learning in the classroom.

Owner(s):

Carlos Castillo
ALL VP's
Instr Leadership Team
Individual AC's

Timeline:

August 2019-April 2020

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

Bullard will continue to build an academic program that is geared toward High Quality Instruction through a personalized learning lens. We will utilize AC/PLC time to collaborate on student learning and best practices that ensures we are implementing our GVC with fidelity. Department/AC goals will include targeted intervention during instructional time that is based on student results derived from formative assessments. In order to address concepts not learned, we will implement targeted RTI and a comprehensive after-school program that includes the use of peer tutors.

Specify enhanced services for EL students:

Use of para-professional bilingual 3.5 hour position to support EL students in mathematics classes. Use of parenting classes for our Spanish speaking parents to aid in supporting their students in school.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

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Utilization of our 4A Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students. All African American students Bullard will be assessed and have

access to an iReady account. We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching.

SPED case manager will monitor academic progress of SPED students and provide instructional strategies to support instruction in core content areas.

SPED Co-teachers will attend core Math content AC meetings to gain further understanding of Math concepts and align rigor.

We will ensure that our SPED teachers and academic core co-teachers have access to professional learning that is research based best strategies for students with disabilities and core content. We continue to implement co-teaching in Math courses in order to ensure SPED students have supports, interventions, and access to grade level curriculum in their general ed Math classes.

SPED students will also have access to a SPED credentialed teacher within the after school tutorial program.

We will continue the practice of monthly staff pivot meetings in an effort to close the achievement gap for our Foster/Homeless students.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Communication of CAASPP scores to parents during the summer and fall of 2019. 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:](#)

We will continue to provide professional learning opportunities that support teacher competencies around PLC's, MTSS frameworks, blended learning and academic discourse. Complete AC teams (Admin and staff) will engage in side by side learning at Solution Tree Conferences. Admin and staff will also attend SPED and Mathematics institute conferences that will work to enhance student engagement through research based best practices. As we strive for High Quality instruction, the Bullard Instructional coach will lead quarterly peer class walks using the Instructional Practice Guide in an effort to increase the level of rigor in teaching by documenting student ownership, engagement and academic discourse. 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 assessments to measure student understanding. Instructional practice walk opportunities for teachers using IPG.

Action 3

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

[Action Details:](#)

Bullard site teachers will engage in weekly collaboration as they design, implement and analyze high quality instruction in their grade level PLC's that is driven by data from student learning results. Teacher teams will examine their grading practices and design RTI structures that address re-teaching of concepts not learned so that all students can demonstrate mastery of the learning standards. Bullard is committed to providing additional supports outside of the classroom that will support students who are struggling academically. By the 3rd week of the school year, students will have access to a comprehensive after-school program which will provide tutorial with certificated teachers, teaching fellows, peer tutors that aligns with required skills and knowledge in the core subjects. Attendance in the after-school program will be recorded through the use of 5 Star and monitored each week. Bullard will continue to focus on freshman level supports in order to ensure a successful transition to high school. Bullard staff will engage in professional learning at "ADream Deferred" to learn about appropriate academic supports, insights and ideas to enhance academic supports for African American students. As a site, we will also participate in professional learning direct services aligned to Culturally Responsive Teaching and Implicit Bias. Counselors and Vice Principals will meet with students and monitor grades and credits throughout the school year. Counselors will place students in credit recovery which will include on and off campus credit recovery options, including summer school, APEX, and Edgenuity courses for credits and A-G on track. Bullard will continue to fund prep buyouts for teachers teaching extra periods to support students in credit recovery. Bullard will continue to fund prep buyouts for teachers teaching extra periods to support students in credit recovery. We will also continue to celebrate students who excel academically and achieve academic honors. Bullard will continue to provide a contract for Myrl Johnson to offer senior college essay workshops and support.

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

Ongoing grade monitoring per progress report and quarter grading, including grade distribution by course and teacher. Review trend data from classroom walks using IPG monitoring tool. Data analysis of AC generated common formative assessments that includes targeted RTI based on assessed learning of essential standards. Monitor weekly attendance in after-school program tutorial with 5 Star.

Owner(s):

Admin Team
Counselors
Instructional Lead Teachers
Academic Support Team

Timeline:

August 2019-June 2020

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

After school tutoring by peers, teachers and Inter-Act Fellows. Teacher and Inter-Act 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

Specify enhanced services for EL students:

Home School Liaison will work closely with bi-lingual families to communicate and provide support to parents. Parenting workshops will be provided to help bilingual parents and support them in understanding how to help their student(s) succeed in school. We will systematically incorporate ELD literacy standards to support language development for all students. Biligual Para will push into core classes during the day and support second language learners during instruction.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Utilization of our 4A Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students. All African American students Bullard will be assessed and have access to an iReady account. We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching.

SPED case manager will monitor academic progress of SPED students and provide instructional strategies to support instruction in core content areas.

SPED Co-teachers will attend core ELA content AC meetings to gain further understanding of ELA concepts and align rigor.

We will ensure that our SPED teachers and academic core co-teachers have access to professional learning that is research based best strategies for students with disabilities and core content. We continue to implement co-teaching in ELA courses in order to ensure SPED students have supports, interventions, and access to grade level curriculum in their general ed ELA classes.

SPED students will also have access to a SPED credentialed teacher within the after school tutorial program.

Bullard will continue to partner with the 4A team as we work to close the achievement gap amongst our African American students, including iReady accounts and assessments, tutorial, and mentoring.

Freshman teachers will engage in site PL that messages the expectations for use of student planners and Link Crew support and we will continue to contract with Inter-Act Fellows as we systematically monitor freshman students who are struggling academically. The Fellows will work side by side with our 9th grade teachers, guidance counselors and the CTE pathway coordinator to ensure that freshman students who are struggling are receiving organization skills and strategies in order to assist in higher levels of academic achievement.

SPED students will also have access to a SPED credentialed teacher within the after school tutorial program.

Bullard will provide African American, SPED, and Foster homeless youth with exposure to private and public universities and colleges.

Bullard will continue to support incoming low performing/low SES students by providing transportation to summer bridge program.

Bullard will continue to provide a prep buyout for the site ED teacher as he/she works to support students throughout the school day in their academic classes.

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 throughout the school year. A Home School Liaison will work closely with families to communicate and provide support to parents. Parenting workshops will be provided to help bilingual parents and support them in understanding how to help their students succeed in school.

Describe Professional Learning related to this action:

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

Action 4

Title: AP Enrolled/Test Taken/Test Passed

Action Details:

Bullard will implement an Advanced Placement AC/PLC and provide teachers with time to plan and collaborate according to the PLC Foundations. We will also increase AP study session opportunities for students throughout the 19-20 school year, including after school and Saturday offerings. Bullard will work with Fresno Unified to ensure that AP teachers attend AP summer institute at least once every 2 years AND again when a new AP test is released. Bullard will continue to offer the AP test at no cost for all AP test takers in order to ensure all of our students have access to the exam. We will also host an AP Parent Night in the Spring in an effort to message the AP course options, program expectations and benefits of students enrolling in one or more AP courses. Bullard will continue to incentivise students who participate in the AP program by providing them with school spirit gear promoting the AP program, a catered dinner celebrating the students (and their parents) who score proficiency status on 1 or more AP exam by earning a passing score of 3 or higher and a BBQ luncheon for any student who takes the Spring AP exam. We will continue to offer a summer AP Human Geography on-ramp course in an effort to prepare incoming 9th grade students for the rigor of AP. The AP coordinator and academic counselors will make concerted efforts to updraft students and message AP potential by actively recruiting student sub-groups who have been disproportionately under-represented in AP classes, including African American, Hispanic, Foster/Homeless and SPED students. Academic counselors will also continue to host exit interviews (parent/student/teacher/counselor) with all students who express interest in dropping their AP class with the goal of maintaining student enrollment.

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 Fall 2019. Ongoing monitoring of enrollment in January of 2020 and test registration totals in March 2020. Make use of 5-Star software to monitor student attendance at provided AP study sessions. Monitor AP exam pass rate in the Fall of 2019. 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
Academic Counselors
Kristi Robison, Co-AP Coordinator
Jeff Allen, Co-AP Coordinator

Timeline:

August 2019-May 2020

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

AP teachers will attend professional development through College Board (summer, 1 day workshop). AP teachers will each offer study sessions outside of the school day. AP coordinators will recruit AP ambassadors and offer peer tutoring to struggling students weekly.

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.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Utilization of our 4A Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students. All African American students Bullard will be assessed and have access to an iReady account. We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching.

SPED case manager will monitor academic progress of SPED students and provide instructional strategies to support instruction in core content areas.

We will ensure that our SPED teachers attend AP PLC's in order to ensure ensure SPED students have supports, interventions, and access to AP curriculum.

SPED students will also have access to a SPED credentialed teacher within the after school tutorial program.

Bullard will make a concerted effort to message AP potential to SPED, African American, Hispanic and Foster Youth through the pre-reg process that includes classroom visits by counselors/teachers/AP student ambassadors, feeder school visits (for incoming frosh students) and one-on-one updraft conversations during pre-reg with academic counselors and AP Coordinators.

Bullard will create teacher supplemental contracts that support quarterly AP teacher Accountable Community work outside the school day.

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. Parents will also be included

Describe Professional Learning related to this action:

College Board Summer Institute (5 day), PLC/AC training (for the purposes of the AP PLC), and College Board Workshops (1 day)

in the incentive dinner for students who passed one or more exam.

Action 5

Title: EL Redesignation

Action Details:

Identify borderline LTEL students who are Early Advanced or Advanced on ELPAC and engage those students in chats that work to reflect on their current individual progress on the ELPAC assessment as well as goal setting aligned to redesignation. We will also utilize the site ELAC parent meeting to message student data and goals in an effort to engage parents in discussions around redesignation. Admin will also strategically work to ensure that teachers are also aware of borderline LTEL students so that they can provide encouragement and academic interventions in the classroom leading up to district Interim and ELPAC assessments. Bullard will continue to fund a bilingual instructional aide for academic classroom support in core classes and a Home School Liason to aide in parent communication and involvement. Bullard will continue to provide supplemental contracts for teachers to provide tutorial to students in an effort to prepare them for the ELPAC exam prior to administration of the test. We will provide incentives (i.e. certificates, celebratory luncheon) for students who obtain redesignation status. Bullard will continue to invest in technology that supports language acquisition for EL students (i.e. student tablets, Mango languages software) in the EL course as well as core subject areas.

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

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.

Owner(s):

Scott Sanders VP

Home School Liason

Jennifer Nast

EL ELA Teacher

Timeline:

October 2019 & January 2020 (Interim 1&2)
April 2020 (SBAC)

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

Admin will engage borderline LTEL student in individual chats prior to test administration. Beginning and Intermediate EL courses. Use of bilingual instructional aide to support in the designated EL core classrooms.

Specify enhanced services for EL students:

Admin will engage borderline LTEL students in chat conversations for the purpose of redesignation goal setting tied to individual performance on the ELPAC assessment. Conversations will include strategies for success in the classroom and information on available tutorial/assistance. Bullard will also ensure that teachers are aware of the ELD literacy standards and incorporating them into core classes to support language development of in all classes.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on EL identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

We will ensure that our teachers have access to professional learning that is research based best strategies for EL students and core content. We will continue to site fund a classroom push-in bilingual assistant to support EL

learners in the general education classroom.

EL students will also have access to an EL credentialed teacher within the after school and lunch tutorial program.

Bullard will continue to invest in technology and software that supports language acquisition for EL students (i.e. student tablets, "Mango" languages software) in the EL course as well as core subject areas.

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

Bullard will host quarterly ELAC meetings. Bullard will also continue to fund a Home School Liason position to help communicate with Spanish speaking families and help facilitate parenting classes through a 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 students. Bullard will provide funding for off-site professional training and conferences related to EL development.

2019-2020 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
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for planning/travel to support teaching instruction	37,093.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Paper	22,000.00
G1A1	Sup & Conc	Instruction	Travel			PD Travel and Conferences (CADA, Solution Tree)	69,498.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance (Tech and Campus)	15,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Initiative - Education Elements	12,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows	58,169.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	58,008.00
G1A3	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows	22,988.00
G1A3	Sup & Conc	Instruction	Direct Trans			Transportation	14,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	7,000.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,034.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,034.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: AP Materials/Supplies	7,000.00
G1A4	Sup & Conc	Instructional Supervision & Admir	Teacher-Supp			Teacher Supplemental Contracts	26,416.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		10,325.00
G1A5	LCFF: EL	Instruction	Nc-Equipment			: Technology to support ELD Classroom	25,752.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A5	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			: Mango Language Site License	4,000.00

\$421,817.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	66.377 %	2017-2018	73.377 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Data for the 17/18 school year shows that 66.3% of all students are engaged in arts, activities, and athletics--which is a decline of 31% from the 16/17 school year. The reason for the decline is due to the fact that we were counting school day activities that students did not have a choice in participating (i.e. school day rallies, etc) which skewed our engagement data and made it look higher than it actually was. While we are good at capturing athletes and their engagements in school, as a system, we are not very efficient at recording extra curricular engagements (one time and recurring) in ATLAS--although we have utilized 5 Star to scan student ID's at football games, dances club meetings, etc.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Given the fact that students must maintain a minimum of a 2.0 or greater AND have completed 20 credits from the semester before, students who are not on track to graduate and not college/career ready are not going to be able to participate in athletics. In order to support more students in engaging in athletics, we must work to create a master schedule that allows for re-teach and make-up within the school day, facilitates a comprehensive tutorial, and allows for a 7th period credit recovery for students who fall behind.

According to our Activities Director, we have 42 clubs on campus, but we do not know if they are meeting regularly or how many students attend events with them.

With respect to extra curricular activities, this year we worked to solicit student voice. We funded a "tie-dye" event in the quad for our Homecoming game and over 600 students participated. We also purchased shirts for the 4.0 night at the Fresno Fair to celebrate academic excellence. Next year we will have grade level teacher class sponsors leading to grade level competitions, activities and engagements.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We are working to increase student engagement opportunities but are still not maximizing on data tracking processes. We have no concrete information that tells us which kids are engaged in one time events, repeating events, etc as well as no data to identify kids that are not involved in ANY school events at all.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will have a new Campus Culture Director and this will be a major expectation—tracking student engagement and involvement. We will also reach out to Linked Learning Pathway leads, club sponsors, etc to ensure that engagements are captured when they take place so that we can data mine and touch base with students not involved. We are also working to ensure our student leadership group is diverse as well and representative of our student population with respect to SPED, gender, sexual orientation, race, ethnicity, and student interests. This will lead to stronger student voice and creation of events that will engage the student population as a whole.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, 2019, we administered an electronic survey in order to elicit SSC input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities. On March 13, 2019, we presented the SSC with a draft of the SPSA, including our aligned budget proposal. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

2 ELAC:

On February 21st, ELAC met with VP Scott Sanders and reviewed the 2018/19 SPSA. They provided ideas and feedback for 2019/20 SPSA.

3 Staff:

On February 28, 2019, we administered an electronic survey in order to elicit staff input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities.

Action 1

Title: Student Involvement on campus

Action Details:

Bullard High School is committed to providing students with highly qualified coaches and instructors as part of their experience in Visual and Performing Arts and Athletics. We will continue to financially support the drama department by retaining the professional set design services of Ken Strauss. Our Campus Culture team will meet monthly and work collaboratively to support staff (certificated and classified) as they work to foster and maintain positive relationships with students and connect with them through arts, activities and athletics. We will intentionally select at least two departments to collaborate with DPI and obtain extensive training in the 5 Social Emotional Learning Competencies throughout the year. We will also solicit student voice through the use of surveys, class meetings and the Principal's Action Committee in an effort to coordinate and schedule student desired activities and engagements. Bullard is also in the process of selecting grade level class sponsors and developing a Link Crew leadership class for the purposes of supporting freshman across the campus and ensuring a successful transition. We will use of 5-star student software to track student involvement in school athletics, arts and activities engagements both during and outside of the school day. Bullard will also support student participation in advocacy and awareness events as we strive to build a better community.

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 and participation with the use of 5 Star. Use ATLAS to monitor individual student involvement on campus.

Owner(s):

Administration Team
Counselors
Campus Culture Director
Culture and Climate Team

Timeline:

August 2019/June 2020

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 VAPA course offerings, athletics, and activities on campus into home languages.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations) and Athletics to ensure traditionally under represented sub groups are proportional to our enrollment.

Currently, our site leadership and student government does not demographically represent our student population enrollment. We have made strides this year to reach out and recruit students in all grade levels and in various student groups with special attention to African American, SPED and Socioeconomically disadvantaged students.

Bullard will continue to provide a prep buyout for a teacher to provide athletic PE/tutorial for to minimize time out of academic classes during in season sports.

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

Utilize School Messenger and the Bullard website to communicate student event details, including location and times.

Describe Professional Learning related to this action:

Professional learning for coaches and club sponsors regarding recruitment, fund raising, club sponsorship, and meeting expectations. The Culture and Climate team will engage Bullard staff in monthly professional learning that will drive positive student/teacher relationships. Fresno Unified DPI will also support with professional learning days as we learn about the 5 Social Emotional Learning Competencies.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Ken Strauss, Myrl Johnson	6,000.00

\$6,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Linked Learning Enrollment	37.164 %	34.328 %	2017-2018	41.328 %
CTE Enrollment	41.869 %	36.94 %	2017-2018	43.94 %
College/Career Readiness		39.203 %	2017-2018	42.203 %
College/Career Readiness (Students w/Disabilities)		10.5 %	2017-2018	13.5 %
College/Career Readiness (Socioeconomically Disadvantaged)		31.4 %	2017-2018	34.4 %
College/Career Readiness (African American)		20.5 %	2017-2018	23.5 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

CTE Enrollment

Bullard High School currently has 4 CTE pathways, Law and Social Justice, Biomedicine, Business and Marketing, and Computer Science. Each pathway has a designated course progression that includes workbased learning, job shadow/internships, certifications, guest speakers, and dual enrollment opportunities. Each pathway also has one or more career industry certified teachers (CTE credentialed) who strategically collaborate with core subject matter teachers to design cross curricular project based learning experiences. In the Fall, incoming 9th grade students are exposed to pathway options via the Middle School CTE Expo. In the Spring, Bullard Admin, the Head Counselor, the Pathway Coordinator, and the CTE leads for each pathway host an 8th grade parent night prior to pre-reg at our feeder middle schools, Wawona and Tenaya, to message the individual CTE Linked Learning pathways and the expected learner outcomes. The 8th grade students then visit Bullard for pre-registration where they get another look at VAPA, CTE and athletics course offerings by meeting with lead teachers and students. Bullard has also created a "Showcase Knight" during Open House where incoming 8th graders and their parents can come and pick up their students schedule and walk the campus, thus meeting their students elective teachers for the following year. To increase student engagement in Linked Learning Pathways, Bullard will continue to collaborate with our feeder middle schools to provide early career exploration and learning aligned to our pathway industry sectors.

Linked Learning Enrollment

There is an ongoing increase in Linked Learning as we continue to build the programs from the middle

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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 need to improve our recruitment of female students in computer science and business courses and increase the number of male students in biomedicine. SPED students are also 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.

College/Career Readiness

We will increase CTE completers, expand dual enrollment opportunities and increase students meeting proficiency levels on the Smarter Balanced Summative Assessments.

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.

College/Career Readiness

Currently, 39.2% of our 17/18 seniors are prepared on the College Career indicator.

College/Career Readiness (African American)

Currently, 20.5% of our 17/18 African American seniors are prepared on the College Career indicator.

College/Career Readiness (Socioeconomically Disadvantaged)

Currently, 31.4% of our 17/18 Socio-Economically Disadvantaged seniors are prepared on the College Career indicator.

College/Career Readiness (Students w/Disabilities)

Currently, 10.5% of our 17/18 Students with Disabilities seniors are prepared on the College Career indicator.

College/Career Readiness (African American)

We will increase CTE completers, expand dual enrollment opportunities and increase students meeting proficiency levels on the Smarter Balanced Summative Assessments.

College/Career Readiness (Socioeconomically Disadvantaged)

We will increase CTE completers, expand dual enrollment opportunities and increase students meeting proficiency levels on the Smarter Balanced Summative Assessments.

College/Career Readiness (Students w/Disabilities)

We will increase CTE completers, expand dual enrollment opportunities and increase students meeting proficiency levels on the Smarter Balanced Summative Assessments.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

None

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Given our TIA status, we have planned to make a concentrated recruiting effort for African American, SPED and SED students to ensure that they have access to rigorous courses and career industry exploration/exposure through the use of work based learning opportunities, AP and dual enrollment courses, and cross curricular thematic learning.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, 2019, we administered an electronic survey in order to elicit SSC input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities. On March 13, 2019, we presented the SSC with a draft of the SPSA, including our aligned

2 ELAC:

On February 21st, ELAC met with VP Scott Sanders and reviewed the 2018/19 SPSA. They provided ideas and feedback for 2019/20 SPSA.

3 Staff:

On February 28, 2019, we administered an electronic survey in order to elicit staff input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities.

budget proposal. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

Action 1

Title: CTE and Linked Learning Enrollment

Action Details:

Bullard High School currently has 4 CTE pathways, Law and Social Justice (California Law Consortium Pipeline--2+2+3), Biomedicine, Business and Marketing, and Computer Science. Bullard will continue to message the student engagement and learner outcomes to feeder schools and site stakeholders in an effort to maintain enrollment in pathways--thus ensuring more students are meeting the Graduate Profile indicators. Each pathway has a designated course progression that includes workbased learning, job shadow/internships, certifications, guest speakers, and dual enrollment opportunities--however, our African American students, Socio Economically Disadvantaged, SPED, Hispanic, and Asian students are not deemed prepared under College and Career Ready Standards. Each pathway also has one or more career industry certificated teachers (CTE credentialed) who strategically collaborate with core subject matter teachers to design cross curricular project based learning experiences. Students in the pathways will have the opportunity to engage in field exploration and small scale industry visits personalized to their interests with the use of our new CTE Van. In the Fall, incoming 9th grade students are exposed to pathway options via the Middle School CTE Expo. In the Spring, Bullard Admin, the Head Counselor, the Pathway Coordinator, and the CTE leads for each pathway host an 8th grade parent night prior to pre-reg at our feeder middle schools, Wawona and Tenaya, to message the individual CTE Linked Learning pathways and the expected learner outcomes. The 8th grade students then visit Bullard for pre-registration where they get another look at VAPA, CTE and athletics course offerings by meeting with lead teachers and students. Bullard has also created a "Showcase Knight" during Open House where incoming 8th graders and their parents can come and pick up their students schedule and walk the campus, thus meeting their students elective teachers for the following year. To increase student engagement in Linked Learning Pathways, Bullard will continue to collaborate with our feeder middle schools to provide early career exploration and learning aligned to our pathway industry sectors. Bullard will work to analyze student demographic data in our Linked Learning Pathways to ensure traditionally under represented sub groups (African American, Socio-Economically Disadvantaged, SPED, Asian and Hispanic) are proportional to our enrollment so that ALL students are exposed to rigorous College and Career ready programs. Pathway leads will collaborate with site pivot teams to ensure that appropriate supports are in place for African American, SPED and Socio-Economically Disadvantaged students, including African American Mentors, ethnically diverse guest speakers, SPED case manager push-in/pull out/after school tutorial supports, etc.

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 are considered pathway completers; number of staff members with CTE credentials; Site workbased learning engagements

Owner(s):

Rachael Maciel, VP (Law, Comp Sci)

Brian Vollhardt, VP (Biomed)

Shalita Herrod, VP (Business)

Ralph Vasquez CTE Coordinator

Kris Madden, WBL Coordinator

Whitney Godfirmon, HC

Timeline:

August 2019-June 2020

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; technology--including site licenses for instructional technology.

Specify enhanced services for EL students:

Translation of school communication regarding Linked Learning Pathways into home languages.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional

Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations) and Athletics to ensure traditionally under represented sub groups are proportional to our enrollment.

Bullard will work to analyze student demographic data in our Linked Learning Pathways to ensure traditionally under represented sub groups are proportional to our enrollment.

Bullard will ensure that our African American and SPED students have various opportunities for mentorship and exposure to college graduate professions.

Each pathway will continue to engage in monthly staff pivot meetings to collaborate on student achievement and ensure structures are in place for tutorial and support.

Bullard will continue to engage SPED and ALPS students in work-based learning experiences that support College and Career Readiness standards (i.e student paid positions on campus, SPED Business Fundamentals course, job shadows and career industry visits, etc).

Bullard Law Pathway students will continue work with the California Law Consortium Pipelin (2+2+3) as we strive to partner with industry professionals and work to diversify the legal profession in California with more African American graduates.

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

Use of social media, school messenger and Bullard Website to inform parents of CTE Pathway information. Utilize Open House/Bullard Showcase and 8th grade parent nights to message pathway learner outcomes.

Describe Professional Learning related to this action:

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

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CTE Pathway Field Trips/Conferences/Planning	6,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			Technology & Technology Installation	62,782.00

\$68,782.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	8.816 %	11.821 %	2017-2018	9.821 %
Suspensions Per 100	14.216 %	14.847 %	2017-2018	13.847 %
Parent Survey - Respected and welcomed	95.303 %	91.605 %	2017-2018	98.605 %
Student Survey - Included	52.089 %	45.133 %	2017-2018	52.133 %
Graduation Rate		95.183 %	2017-2018	96.183 %
Graduation Rate (Students w/Disabilities)		75.4 %	2017-2018	90.4 %
Suspension Rate (Students w/Disabilities)		17.2 %	2017-2018	14.2 %
Graduation Rate (Socioeconomically Disadvantaged)		94.2 %	2017-2018	100 %
Suspension Rate (Socioeconomically Disadvantaged)		11.7 %	2017-2018	8.7 %
Graduation Rate (African American)		93.6 %	2017-2018	100 %
Suspension Rate (African American)		21.8 %	2017-2018	18.8 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The current chronic absenteeism rate for Bullard is 15%. FUSD has an absenteeism rate of 17% and the State of California is at 11%. Bullard has been working to address truanancies through the use of clearly stated attendance protocols/procedures (staff, community, students) and utilizes a Home School Liason to make contact with students and families who are considered habitually truant in an effort to provide support where needed.

Suspensions Per 100

Bullard High School saw an overall 1% increase in student suspensions from the 16/17 school year to the 17/18 school year with 10% of the student population experiencing a suspension at least once. However, current data show that our suspension rate for the 18/19 school year has dropped. Last year, 430 students

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

With only 52% of the student body reporting feeling connected to the school, that leaves about 1/2 of our school population who are not inclined to be here or participate.

We have seen an increase in students struggling with social emotional and mental health issues that chronically do not attend school.

There is also 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

Our Foster Youth made up the largest percentage of our suspensions (31.4%) and our Homeless student suspensions also increased (27.3%) yet these groups are the smallest sub groups we have on campus.

were suspended by the end of the school year (an average of 2.38 students per day). This year, we have suspended a total of 256 students (an average of .72 students per day). The top two reasons students are suspended at Bullard are for drugs (mainly marijuana usage and possession) and fights.

and our Socio Economic suspension rate also saw an increase of 7%, leaving them at 11.7% of the suspension rate.

Parent Survey - Respected and welcomed

Current parent survey data shows that 87% of our parents who responded to the survey feel respected and welcomed at Bullard—which is a 4% increase over the 17/18 school year.

Student Survey - Included

The current student survey data shows that 47% of our students feel included in the Bullard High School community—which is a 1% decrease over the 17/18 school year.

Graduation Rate

The current graduation rate is 95.2%, up 1.5% from last year.

Graduation Rate (African American)

Data shows that 93.6% of our African American students graduated this year, up 1.2% from last year.

Graduation Rate (Socioeconomically Disadvantaged)

The current Socioeconomic graduation rate is 31.4%, a decrease by 11% from last year.

Graduation Rate (Students w/Disabilities)

The current SPED graduation rate is 75%, up 13.8% from last year.

Suspension Rate (African American)

The current African American suspension rate is 21.8%, up 7% from last year.

Suspension Rate (Socioeconomically Disadvantaged)

The current Socio Economic suspension rate is 11.7%, up 7% from last year.

Suspension Rate (Students w/Disabilities)

The current SPED suspension rate is 17.2%, up from 10% last year.

Many of these students enroll without social emotional support or positive school relationships. We are working to amend this issue by ensuring that each Foster Youth receive a personal "icebreaker" meeting and a "Success SST" within the first 48 hours—that way teachers and staff can build an early relationship with the student, including background, interests and triggers, that will work to support each Foster Youth student in their transition. We are modeling the same supports for our Homeless Youth Population.

For the 17/18 school year, our African American student population also experienced a 7% increase in suspension rates and total 21.8% of the suspensions on campus. Our current Power BI data shows that we are on track to see another increase in African American suspensions for the 18/19 school year. We are working closely with the 4A team and the United Black Men to ensure that our African American students are receiving supports, mentoring, and tutorial that will keep them engaged and connected to school.

17/18 data show that our SPED students made up 17.2% of the suspensions with a 2.3% increase from the 16/17 school year. Our current Power BI data shows that we are on track to see another increase in RSP suspensions, but the suspensions for SDC and 504 students is on a decline. We will continue to partner with our SPED case managers as we incorporate structures that will ensure they are meeting with students on their case load weekly and building relationships to support and mediate conflict.

Parent Survey - Respected and welcomed

We have intentionally increased our parent communication by providing weekly Sunday school messenger calls regarding the events of the week, regularly updating our website with pertinent information, and recruiting a home school liaison who works hard to reach out to families regarding attendance and supports for students who are struggling.

Student Survey - Included

This year, we began implementing class meetings during the school day in an effort to increase the student-student and student-teacher relationships by engaging students in non-academic discussions around ethics and empathy. We have also increased the number of opportunities for student voice through social media, surveys and the Remind App.

Graduation Rate

We have seen an increase in our graduation rate, due to our continued work around Culture and Climate and relationships with students.

Graduation Rate (African American)

Data shows that 93.6% of our African American students graduated last year. This is an increase of 1.2%. We will continue to partner with United Black Men, BSU and the 4A team to ensure we are providing African American students with college field trips, career exploration and mentoring that will further engage them in the academic culture at Bullard High School.

Graduation Rate (Socioeconomically Disadvantaged)

We are working to build the Culture and Climate on campus and a large piece of that is building relationships with students. The Bullard campus has seen a demographic shift in the recent years and we have yet, as a staff, to accept the change as well as learn more about Social Emotional Learning Competencies as we engage supports for students who are struggling. We need to work harder to provide

staff with site demographic data that identifies the students they work with and the struggles they have in an effort to bridge the misconceptions about our current enrollment vs. the perceived enrollment.

Graduation Rate (Students w/Disabilities)

Our current SPED graduation rate is 75%—which is an increase of 13.8% from 16/17. There are structures built into the master schedule (i.e extra prep period) to support case managers meeting with students on their case load, but the SPED teachers are not taking advantage of the extra prep period. We have also built in SPED credit recovery options and SPED tutorial with SPED credentialed teachers.

Suspension Rate (African American)

We are working to address Culture and Climate issues as a site by hosting regular staff meetings and data dissemination. However, we are only beginning to tackle the concept of "implicit bias" with regards to culture and how that may impact each teacher's practice in the classroom.

Suspension Rate (Socioeconomically Disadvantaged)

The current Socio Economic suspension rate is 11.7%, up 7% from last year. We will continue to work with our Home School Liason, Project Access and the Social Emotional team to ensure that all students have the supports they need (including materials and supplies) so that they are able to come to school prepared to learn. We will also provide opportunities for students so engage in college field trips, career exploration and mentoring that will further engage them in the academic culture at Bullard High School.

Suspension Rate (Students w/Disabilities)

Currently, there are structures built into the master schedule (i.e extra prep period) to support case managers meeting with students on their case load, but the SPED teachers are not taking advantage of the extra prep period.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Optional CHAMPS training was offered in the Fall with the goal of improved class management but very few teachers took advantage of it. Knights of Valor and Link Crew will again be funded but a change in structure and student follow up will be necessary to ensure that there is a focus on mentoring and academic achievement for African American and SPED students. Parent workshops will again be provided for bi-lingual parents and we will continue to fund a Home School Liaison work with families of at-risk students in the areas of attendance, and behavior.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will be aligning our year long professional learning (with all staff and smaller PLC groups) to ensure that we are addressing the Social Emotional Learning Competencies, Culturally Relevant Teaching Strategies and Multi-tiered Systems of Support as we increase academic achievement for all students with a special focus on SPED, African American, and Socio Economically Disadvantaged students. We will also have regularly scheduled pivot team meetings designed to analyze student data of the TIA sub-groups to ensure that structures are in place to support those who are not making progress toward graduation, achieving, and learning.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, 2019, we administered an electronic survey in order to elicit SSC input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities. On March 13, 2019, we presented the SSC with a draft of the SPSA, including our aligned budget proposal. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

2 ELAC:

On February 21st, ELAC met with VP Scott Sanders and reviewed the 2018/19 SPSA. They provided ideas and feedback for 2019/20 SPSA.

3 Staff:

On February 28, 2019, we administered an electronic survey in order to elicit staff input on budget and actions aligned to the 4 district goals. We then analyzed the results and created actions that aligned with staff and mission/vision priorities.

Action 1

Title: Chronic Absenteeism

Action Details:

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 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 2020 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. The Home School Liaison will engage in home visits to Spanish speaking homes. Communication home will be translated into students' home language as well as English. Work through Special Education case managers to monitor SpEd student attendance. Home School Liaison 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

Timeline:

August 2019-June 2020

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. Home School Liaison will engage in home visits to Spanish speaking homes. Communication home will be translated into students' home language as well as English.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations) and Athletics to ensure traditionally under represented sub groups are proportional to our enrollment.

Bullard will continue to work with the 4A team, SPED case managers, Project Access Social Worker and the REC teacher to ensure students feel engaged and connected, thus support students in maintaining positive attendance throughout the year.

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 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 host monthly attendance meetings for parents and students 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:

Safety of students and staff will remain a priority at Bullard High School. We will strategically staff and provide extra pay contracts for campus events in order to proactively prevent student misbehavior issues (i.e. safety assistants/admin mobile on golf carts/gators supervising sports/athletics, dances, etc). We will also ensure that facilities and grounds are clean, orderly and safe for students, staff and community by staffing extra custodial staff where needed, including evening meetings and events. The School Climate and Culture Team will lead staff collaboration to revisit the tiers of misbehavior and behavior expectations across campus. Teachers and staff will engage in purposeful professional learning that will work to support teacher understanding of the 5 Social Emotional Learning Competencies—thus leading to stronger student-teacher relationships, reduce student suspensions, and thus increase academic achievement. The administration and staff will work collaboratively to identify professional learning for classroom management systems that are consistent in all classrooms (i.e., CHAMPS). Students who are suspended will go through a re-entry meeting with a VP upon return and will be referred to individual or group counseling with our Social Emotional Support team. African American students who have been suspended from school during the current school year will be invited to attend "on campus suspension tutorial" with our African American Mentor/Tutor to ensure that they maintain academic achievement in their classes. Upon return, students will engage in behavior modification conversations (as needed and determined on an individual basis) with the REC and Tier II Specialist. We will engage Link Crew students as mentors to freshman who are struggling as they encourage and support a positive connection

to school. We will continue with the Knights of Valor mentoring club and the United Black Men club that meets weekly at lunch to strengthen students' connection to school and provide exposure to post-secondary options. Site professional learning will target Multi Tiered Systems of Support (MTSS), including Social Emotional supports we have available to students on campus such as: Re-Engagement Center, Tier II specialist, Psychologist, Social Worker, Academic Counselor, 4A Mentor, or Social Emotional Paraprofessional. 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.

Owner(s):

Admin Team
Counselors
Social Emotional Team
Culture and Climate Team

Timeline:

August 2019–June 2020

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

Bullard will work to continually message common area behavior expectations to all classrooms and teachers through professional learning provided by DPI and the Culture and Climate team. VP's will present rules and procedures to students at the beginning of each semester. We will strategically communicate reminders of our commitment to the Knight Code through PA announcements, class meetings, and posted signs throughout campus. Link Crew will be utilized to support in freshman classes and in orientation at the beginning of the year prior to school starting. Leadership students will continue to host a club day on campus to encourage involvement in school through clubs and we will regularly message athletic opportunities to all students via school messenger, website, marqi and the PA system during morning announcements.

Specify enhanced services for EL students:

Use of Bilingual Para Professional to support EL students.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations) and Athletics to ensure traditionally under represented sub groups are proportional to our enrollment.

We will utilize strategic groups on campus such as Knights of Valor, 4A, SPED case managers, Foster Youth Pivot team and the Social Emotional team to mentor and provide emotional support as we work with students who are members of significant subgroup in support of positive behavior to decrease suspension in these subgroups.

African American students who have been suspended from school during the current school year will be invited to attend "on campus suspension tutorial" with our African American Mentor/Tutor to ensure that they maintain academic achievement in their classes.

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 re-entry process to explain ongoing individual and group counseling follow-up.

Describe Professional Learning related to this action:

Teachers will attend CHAMPS classroom management training. REC teacher and VP will engage in side by side monthly learning designed to support engagement strategies for struggling students. Site will provide monthly professional development derived from site data but geared to 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 with respect to Social Emotional Learning, building and maintaining positive relationships with students, including the value in building relationships with students in an effort to help students feel more connected to school and thus raise the graduation rate. Teachers who attend School Climate and Culture training will analyze site data derived from the Power BI and provide input on campus climate issues, policies, procedures and strategies for addressing unsatisfactory data results. Bullard High School will also host a Black History Showcase program that celebrates diversity and highlights cultural successes. We will continue to use 5-star student software to track student and teacher involvement in school culture and activities. Bullard will offer a variety of enriching VAPA, extra curricular sports and clubs and 7th period classes (i.e. Mock Trial, Debate, Youth Court, etc) in order to ensure all kids can feel connected to the Bullard school community. Bullard will continue to work to include students of all genders, sexual orientation, race, ethnicity and ability (including SPED students) in campus activities with peers through clubs, academic courses, extra curricular events and athletics (i.e. Unified Sports, Special Olympics, Best Buddies, LGBTQ awareness, SPED business pathway class, etc). We will continue to monitor our graduation status for SPED and African American students to ensure 100% of our AA students are on track to graduate and engaged in school. Through leadership, we will intentionally recruit African American students and SPED students, including ALPS students, to the leadership elective course, LINK classes, and clubs/activities/events on campus as we promote inclusion and diversity. Teachers will nominate and celebrate students for "Student of the Month" in order to strengthen the adult connection to students on campus. There will be a concerted effort to celebrate academic, behavior and attendance successes with the varied student groups on campus. Bullard Admin, Counselors and the Pathway Coordinator will work to create on-boarding opportunities for new students and intentionally connect them to support services offered at school.

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 and attendance for clubs through Goal 2 data. Review of School Climate Survey results.

Owner(s):

- Admin Team
- Counselors
- Campus Culture Director
- Culture and Climate Team
- Social Emotional Team

Timeline:

August 2019 - June 2020

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.

Specify enhanced services for EL students:

Bilingual Counseling Assistant and Home School Liason 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.

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

Communicate with parents via school messenger, remind, Bilingual Counseling Assistant, Home School Liaison and Bullard website regarding school activities and engagement opportunities. Conduct Back to School Knight, Bullard Showcase, and Student Recognition events that celebrate student successes and accomplishments (academically, athletically, and socially).

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 Bullard classified support staff. We will work to provide on-going communication with parents regarding the academic progress, behavior, and attendance of their students through Edutext, School Messenger, report cards and parent communication mailers (presort). Bullard will continue to fund a home school liason who will work together bridge the communication gap.

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.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

Bullard and the CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible for monitoring the SPSA action and outcomes and identify next steps to accelerate progress.

Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups. We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations) and Athletics to ensure traditionally under represented sub groups are proportional to our enrollment.

Bullard will make a concerted and targeted effort to be more inclusive and sensitive to the diverse cultural needs of the students and families of Bullard High School, including our African American, Hispanic, SPED and Foster Homeless populations. We will continue to utilize our Bilingual Counseling Assistant, Home School Liaison, School messenger, website and marquee as we message services and opportunities that directly connect students from traditionally disproportionate groups to campus.

We will continue to monitor our graduation status for SPED and African American students to ensure 100% of our AA students are on track to graduate and engaged in school.

Through leadership, we will intentionally recruit African American students and SPED students to the leadership elective course, LINK classes, and clubs/activities/events on campus.

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 the Social Emotional team school to offer regular professional development designed to enhance positive student/teacher relationships and the social emotional education of students. Bullard will also partner with DPI to strengthen monthly class meetings.

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):

Administration

Counselors

Home School Liason

Timeline:

August 2019 - June 2020

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

Specify enhanced services for EL students:

Use of HSL for communication to Spanish speaking parents. Translation of school home communication into Hmong and Spanish.

Specify enhanced services for low-performing student groups:

The Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Bullard will work with the CF Pivot team to complete a root cause analysis and determine area of focus.

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Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations) and Athletics to ensure traditionally under represented sub groups are proportional to our enrollment.

Bullard will continue to work with the Home School Liason and SPED case managers to ensure that parents feel that their students is supported and achieving success.

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

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.

Describe Professional Learning related to this action:

Customer service training for classified support staff.

2019-2020 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		67,306.00
G4A2	Sup & Conc	Instruction	Teacher-Subs				11,410.00
G4A2	Sup & Conc	Security	Cls Sup-Sub			Classified Substitutes for Campus Safety	1,500.00
G4A2	Sup & Conc	Security	Cls Sup-Ovr			Classified OT - Campus Safety	3,000.00
G4A3	Sup & Conc	Instruction	Mat & Supp			Student Incentives for academic/character	61,038.00
G4A3	Sup & Conc	Instruction	Direct-Food			Food Service Catering	5,000.00
G4A4	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Classified OT - Custodial	2,000.00
G4A4	Sup & Conc	Instruction	Oth Equ Mnt			Golf Cart and Gator Maintenance	10,000.00
G4A4	Sup & Conc	Instruction	Cons Svc/Oth			Pre-Sort Mailing Services : Presort (Communication, mailers, etc.)	10,000.00
G4A4	LCFF: EL	Parent Participation	Cons Svc/Oth			Barney Zapata	3,000.00

\$174,254.00

2019-2020 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
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for planning/travel to support teaching instruction	37,093.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Paper	22,000.00
G1A1	Sup & Conc	Instruction	Travel			PD Travel and Conferences (CADA, Solution Tree)	69,498.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance (Tech and Campus)	15,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Initiative - Education Elements	12,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows	58,169.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	58,008.00
G1A3	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows	22,988.00
G1A3	Sup & Conc	Instruction	Direct Trans			Transportation	14,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	7,000.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,034.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,034.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: AP Materials/Supplies	7,000.00
G1A4	Sup & Conc	Instructional Supervision & Admir	Teacher-Supp			Teacher Supplemental Contracts	26,416.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		10,325.00
G1A5	LCFF: EL	Instruction	Nc-Equipment			: Technology to support ELD Classroom	25,752.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A5	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			: Mango Language Site License	4,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Ken Strauss, Myrl Johnson	6,000.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CTE Pathway Field Trips/Conferences/Planning	6,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			Technology & Technology Installation	62,782.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000		67,306.00
G4A2	Sup & Conc	Instruction	Teacher-Subs				11,410.00
G4A2	Sup & Conc	Security	Cls Sup-Sub			Classified Substitutes for Campus Safety	1,500.00
G4A2	Sup & Conc	Security	Cls Sup-Ovr			Classified OT - Campus Safety	3,000.00
G4A3	Sup & Conc	Instruction	Mat & Supp			Student Incentives for academic/character	61,038.00
G4A3	Sup & Conc	Instruction	Direct-Food			Food Service Catering	5,000.00
G4A4	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Classified OT - Custodial	2,000.00
G4A4	Sup & Conc	Instruction	Oth Equ Mnt			Golf Cart and Gator Maintenance	10,000.00
G4A4	Sup & Conc	Instruction	Cons Svc/Oth			Pre-Sort Mailing Services : Presort (Communication, mailers, etc.)	10,000.00

\$670,853.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$162,568.00
Sup & Conc	7090	\$463,708.00
LCFF: EL	7091	\$44,577.00
Grand Total		\$670,853.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$421,817.00
G2 - All students will engage in arts, activities, and athletics	\$6,000.00
G3 - All students will demonstrate the character and competencies for workplace success	\$68,782.00
G4 - All students will stay in school on target to graduate	\$174,254.00
Grand Total	\$670,853.00