


**Bullard High**

10621661030279

Principal's Name: John Alvarado

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<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**

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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
<b>1. Principal - John Alvarado</b>	X				
<b>2. Chairperson -Mark Topoozian</b>				X	
3. Chris Pennywell				X	
4. Carrie Wise				X	
5. Bianca Montoya				X	
6. Ranna Williams				X	
7. Angie Parnagian				X	
8. Diane Painter				X	
9. Steven Fisher				X	
10. Scott Hatfield				X	
11. Heather Marquez				X	
12. Mandy Foss				X	
13. Mckenna Foss				X	
<b>14. Dianna Greene</b>					X
<b>15. Dejah Garcia</b>					X
<b>16. Gabriel Perz</b>					X
<b>17. Heather Ramos</b>					
<b>18. Cynthia Lawernce</b>		X			
<b>19. Diane Painter</b>		X			
<b>20. Steve Fisher</b>		X			
<b>21. Mandy Foss</b>		X			
<b>22. William Podsikoff</b>			X		
<b>23. Korie Gallardo</b>			X		
<b>24. Whitney Godfirnon</b>			X		

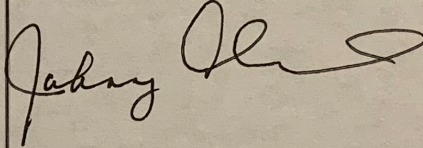
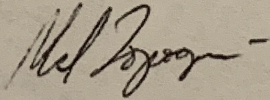
Check the appropriate box below:

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	John Alvarado		5/27/2020
SSC Chairperson	MARK Topoozian		5-22-20

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 2020/21

Bullard - 0055

**ON-SITE ALLOCATION**

3010	Title I	\$179,960
7090	LCFF Supplemental & Concentration	\$445,173
7091	LCFF for English Learners	\$45,720
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$670,853</b>

\* 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	\$59,686
Remaining Title I funds are at the discretion of the School Site Council	\$120,274
Total Title I Allocation	\$179,960

## Bullard High 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	53.964 %	45.756 %	2018-2019	52.756 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.487 %	19.444 %	2018-2019	26.444 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-138.8 pts	-122 pts	2018-2019	-107 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-193.9 pts	-218.7 pts	2018-2019	-203.7 pts
SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)	-15.7 pts	-36.8 pts	2018-2019	-21.8 pts
SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)	-101.3 pts	-115.5 pts	2018-2019	-100.5 pts
SBAC ELA Distance from Level 3 (African American)	-58.1 pts	-88.8 pts	2018-2019	-73.8 pts
SBAC Math Distance from Level 3 (African American)	-146.9 pts	-158.8 pts	2018-2019	-143.8 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)

As of 2018-2019 data from Power BI

- Proficiency in literacy decreased from 47% to 45.8% proficient
- Student proficiency increased from 14.3% to 16.7% in foster youth
- Student proficiency increased from 16.7% to 20% in homeless category
- Student Proficiency increased from 47.7% to 60% in Asian students.
- 

Key Factors - Why?

- We worked on provided on meeting with foster/homeless youth students when they first enrolled and

**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)

As of 2018-2019 data from Power BI

- Proficiency in literacy decreased from 47% to 45.8% proficient
- Our African American, Socioeconomically disadvantage, and SPED groups all decreased in ELA along with the rest of the school

Key Factors

- Lack of access to data in a timely fashion - 8th grade CAASPP scores and/or 8th, 9th, and 10th PSAT New Teachers were added to both the 10th and 11th grade teams
- Low attendance in after school tutorial

- made sure that they were met with regularly on campus
- VPs had a set of at-risk students to meet with on a regular basis

#### **SBAC ELA Distance from Level 3 (African American)**

As of 2018-2019 data from Power BI

- Proficiency in literacy decreased from 48.2% to 45.8% proficient

Key Factors - Why?

- There was a focus on African American AP students.
- In our current SPSA we had built in more supports for African American students through A4, our BSU, Knights of Valor, and UBM.
- There was not an academic

#### **SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)**

According to the California Dashboard

- Students that were socioeconomically disadvantaged were 36.8 points below standard, which is a decline of 6.1 points.

Key Factors

- There has been a focus on our homeless/foster youth groups, but not a specific focus on our socioeconomically disadvantaged.

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

As of 2018-2019 data from Power BI

- Student proficiency decreased from 14.6% to 10.4%

Key Factors:

- Lack of know around cultural responsive teaching
- There has been focus on working with ELA and Math teachers to practice for the test, but not a specific focus on how to support SPED students.

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

As of 2018-2019 data from Power BI

- Proficiency in Mathematics decreased from 20.5% to 19.4%

Key Factors

- Due to the decrease in testing we did the following this year:
  - We began to implement iReady this year, which should help inform the students and teachers on where areas need to be addressed.
  - We are continually working on recruiting more 9th students into summer bridge and are providing more time for students to work with math resources such as Khan Academy.
  - This year, we implemented RTI Processes in Algebra 2.

#### **SBAC Math Distance from Level 3 (African American)**

- We began to implement iReady this year, which should help inform the students and teachers on where areas need to be addressed.
- There were new teachers giving the test that prolonged the process because they did not understand how to navigate the online system
- The performance task was given before the CAT portion of the exam, which was a change from the year before
- ELA had some issues with the computers having the proper software

#### **SBAC ELA Distance from Level 3 (African American)**

Although we put in these student support groups on campus, there was not enough academic support.

We still have a large proportion of our African American Population that are not taking higher level courses, which could help improve scores.

We still have to work on recruiting African American students into AP, which we have made one of the large goals for our AP coordinators and academic counselors. We have increased attendance at our AP recruitment luncheon for African American students with a total enrollment of roughly 90 students and growth in the number of African American students taking AP level courses.

- Lack of knowledge around cultural responsive teaching
- Many African American students are not in higher level classes

#### **SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)**

Many of our students lack access to online enrichment materials with any combination of lack of knowledge on how to traverse resources, having internet, or having computer access outside of the school. After the school closure this year, we have been distributing laptops to any student at the school.

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

We are continuing to work on messaging between SPED case managers and teachers on how to support students. This means working on providing the right accommodations for students to take the ELA test, which the software is often hard for teachers to use.

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

- Our African American, Socioeconomically disadvantage, and SPED groups all decreased in Math along with the rest of the school

Key Factors

- Lack of access to data in a timely fashion - 8th grade CAASPP scores and/or 8th, 9th, and 10th PSAT New Teachers were added to both the 10th and 11th grade teams
- After school tutorial attendance
- There were new teachers giving the test that prolonged the process because they did not understand how to navigate the online system
- The performance task was given before the CAT portion of the exam, which was a change from the year before
- Math had some issues with the computers having the proper software
-



As of 2018-2019 data from Power BI

- Proficiency in Mathematics decreased from 9.1% to 5.8% proficient

Key Factors

- There was a focus on African American AP students.
- In our current SPSA we had built in more supports for African American students through A4, our BSU, Knights of Valor, and UBM
- There was not an academic focus on African American students in regular classes.

#### **SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)**

According to the California Dashboard:

Students are 115.5 points below standards, but maintained from the year before by .4 points.

Key Factors:

- There has been a focus on our homeless/foster youth groups, but not a specific focus on our socioeconomically disadvantaged.
- 

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

As of 2018-2019 data from Power BI

- Proficiency in Mathematics decreased from 2.4% to 2%

Key Factors:

- Lack of knowledge around cultural responsive teaching
- There has been focus on working with ELA and Math teachers to practice for the test, but not a specific focus on how to support SPED students.
- 

#### **SBAC Math Distance from Level 3 (African American)**

We still have a large proportion of our African American Population that are not taking higher level courses, which could help improve scores.

We still have to work on recruiting African American students into AP, which we have made one of the large goals for our AP coordinators and academic counselors.

We will work on the continue to work on fine tuning the RTI process in Algebra 2.

We are working on a plan to better utilize the after school tutoring program.

#### **SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)**

Why?

- There were new teachers giving the test that prolonged the process because they did not understand how to navigate the online system
- The performance task was given before the CAT portion of the exam, which was a change from the year before
- Math had some issues with the computers having the proper software
- Many of our students lack access to online enrichment materials with any combination of lack of knowledge on how to traverse resources, having internet, or having computer access outside of the school.

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

We are continuing to work on messaging between SPED case managers and teachers on how to support students. This means working on providing the right accommodations for students to take the Math test, which the software is often hard for teachers to use.

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

PLC 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 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 tutors to provide tutoring support and monitor Academic 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 Socio economically 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:

We first analyzed analyzed results from last year and created actions that aligned with staff and mission/vision priorities. On April 22, 2020, we met with the SSC to discuss the draft of the SPSA actions aligned to the four district goals and the aligned budget. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

**2** ELAC:

On April 20, 2020, ELAC met with VP Faviola Perez and reviewed the 2020/21 SPSA. At that meeting, the ELAC committee approved both the plan and the budget and did not suggest any revisions.

**3** Staff:

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 Exceeding ELA: iReady/CAASPP

**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 PLC teams will focus on analyzing student data from common assessment to aligned focus standards and will be trained in IAB resources. Each PLC will maintain a binder containing all relevant data that captures student growth and mastery of concepts (i.e. PLC generated, district benchmarks, ELA GVC, 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. 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 iReady 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, outside tutoring services that provide on campus tutoring, and athletic tutorial programs. 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. Bullard will utilize the Home-School Liaison and 5-Star program to monitor and address tardies and poor attendance. We will also hire a TSA to assist in triaging our low performing subgroups using SEL attendance, support, and academics, and creating plans/interventions to help improve achievement. Bullard will provide substitutes for certificated staff to meet in their PLCs to improve scores on iReady/CAASPP and help provide teacher proctors for exams.

**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 19/20 ELA-EAP/CAASPP results in the fall of 2020. Review of iReady results in October 2020 and February 2021. Monitoring of Professional Learning Communities around data analysis and response to student results as well as data from common assessments (i.e. PLC generated, common formative assessments, IAB's). Focused efforts to use targeted RTI to increase iReady assessments scores of African American and Hispanic students in order to increase CAASPP student results. Participation in PLI as we design and implement an instructional approach to personal learning in the classroom. We have made a goal for this current year 2019-2020 for each administrator to observe at least 10 classrooms a week, using the IPG tool. The Bullard Admin has also committed to providing feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses. Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement.

**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 PLC time to collaborate on student learning and best practices that ensures we are implementing our GVC with fidelity. Department/PLC 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, outside tutoring services that provide on campus tutoring, 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 and Springboard 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.

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

Communication of CAASPP scores to parents during the summer and fall of 2020. Provide explanation of results and the impact it has on their students' college academic standing. Discussions will occur in stakeholder groups such as Principal's Coffee Hour, ELAC meetings, and African American Parent Advisory Board. Attach district FAQ form regarding CAASPP to school website. Information newsletter is attached to school website. Results of the CAASPP and iReady assessments are also shared throughout the school year with school site council.

**Owner(s):**

Johnny Alvarado  
ALL VPs  
Instr Leadership Team  
Individual PLCs

**Timeline:**

August 2020-March 2021

**Specify enhanced services for low-performing student groups:**

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 A4 Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students. All African American students at 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 PLC 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.

**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 PLC teams (Admin and staff) will engage in side by side learning at Solution Tree Conferences. Administration 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, Bullard will bring in more PD on PLI training with Blended Learning, along with a focus on Disciplinary Literacy in ILT. Bullard Admin and the ILT team will continue to work with 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 MATH: iReady/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 PLC teams will focus on analyzing student data from common assessment to aligned focus standards and trained in IAB resources. Each PLC will maintain a binder containing all relevant data that captures student growth and master of concepts (i.e. PLC generated, iReady data, Math GVC, 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. 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 iReady 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, outside tutoring services that provide on campus tutoring, and athletic tutorial programs. 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, school counselors, social workers, case managers, parents/guardians, admin, DPI, SPED, etc) to review student data, monitor progress and collaborate on individual student needs. Bullard will utilize the Home-School Liaison and 5-Star program to monitor and address tardies and poor attendance. We will also hire a TSA to assist in triaging our low performing subgroups using SEL attendance, support, and academics, and creating plans/interventions to help improve achievement. Bullard will provide substitutes for certificated staff to meet in their PLCs to improve scores on iReady/CAASPP and help provide teacher proctors for exams.

**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

Normally, we would review the 19/20 Math-EAP/CAASPP results in the fall of 2020, but we will largely need to rely on the iReady data from Fall 2019. Review of Interim Assessment results in October 2020 and February 2021. Monitoring of Professional Learning Communities around data analysis and response to student results as well as data from common assessments (ie PLC generated, Common Formative Assessments, IABs). Focused efforts to use targeted RTI to increase iReady assessments scores of African American and Hispanic students in order to increase CAASPP student results. Participation in PLI as we design and implement an instructional approach to personal learning in the classroom. We have made a goal for this current year 2019-2020 for each administrator to observe at least 10 classrooms a week, using the IPG tool. The Bullard Admin has also committed to providing feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses. Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement.

#### Owner(s):

Johnny Alvarado

ALL VPs

Instructional Leadership Team

Individual ACs

#### Timeline:

August 2020-April 2021

### 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 PLC time to collaborate on student learning and best practices that ensures we are implementing our GVC with fidelity. Department/PLC 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, outside tutoring services that provide on campus tutoring, 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 KHAN and Big Ideas 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 to support EL students in mathematics classes. Use of

#### Specify enhanced services for low-performing student groups:

parenting classes for our Spanish speaking parents to aid in supporting their students in school.

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 A4 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 PLC 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):

---

Normally, there would be a communication of CAASPP scores to parents during the summer and fall of 2020. There will need to be some explanation of how students will be assessed for the following year and what supports will be provided for students that were not engaged in remote learning after the school closure in March 2020. 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 PLC 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, outside tutoring services that provide on campus tutoring, and peer tutors that align with the 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. We as a site, will also participate in professional learning direct services aligned to Culturally Responsive Teaching and Implicit Bias. Counselors, the REC center teacher, Vice Principals, and interact fellows will meet with students and monitor grades and credits throughout the school year. Counselors will place students in credit recovery with on and off campus credit recovery options, such as summer school and Edgenuity courses. Bullard will continue to fund teaching extra periods to support students in credit recovery Edgenuity courses. We will also continue to



celebrate students who excel academically and achieve academic honors. Bullard will continue to provide contracts to offer senior college essay workshops and supports such as SAT prep. Bullard will continue to provide subs for the CORE conferences that our CORE team for freshman intervention will need to attend to continue their work supporting freshman transition and at risk students. We will also hire a TSA to assist in triaging our low performing subgroups using SEL attendance, behavior support, and academics, and creating plans interventions to help improve achievement. Bullard will also fund additional materials and supplies to assist students in improving their grades including technology and maintenance.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> 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 PLC 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. We have made a goal for this current year 2019-2020 for each administrator to observe at least 10 classrooms a week, using the IPG tool. The Bullard Admin has also committed to providing feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses. Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement.

**Owner(s):**

Admin Team  
Counselors  
REC Center  
Instructional Lead Teachers  
Academic Support Team  
TSA- Triage for Supports

**Timeline:**

August 2020-June 2021

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

After school tutoring by peers, teachers and outside tutoring services that provide on campus tutoring. Teacher and outside tutoring services will provide lunch tutoring. Incentives based on Attendance, IReady Scores and grades. Student of the quarter recognizing student achievement/improvement. Student planners will be provided to improve academic organization. 9th grade academic support team (CORE, Interact, Tier 2, REC, Academic Counselors, SES) and resources.

**Specify enhanced services for EL students:**

Home School Liaison will work closely with bilingual 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. A Bilingual Para will push into core classes during the day and support second language learners during instruction. Principal's Coffee Hour, ELAC, and parent university will also be utilized to support our EL students.

**Specify enhanced services for low-performing student groups:**

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 A4 Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students. All African American students at 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 PLC 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.

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 outside tutoring services that provide on campus tutoring Interact Fellows as we systematically monitor freshman students who are struggling academically. The Fellows will work side by side with our 9th grade teachers, CORE team, academic counselors and the CTE pathway coordinator to ensure that freshman students who are struggling are receiving organizational skills and strategies in order to assist in higher levels of academic achievement.

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.

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. 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 PLC and provide teachers with time to plan and collaborate according to the PLC Foundations. We will also maintain AP study session opportunities for students throughout the 20-21 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 provide additional funding for upgrade materials in AP courses. 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 incentivize students who participate in the AP program by providing them with school spirit gear promoting the AP program, an incentive field trip for students who score proficiency status on 1 or more AP exams by earning a passing score of 3 or higher and a BBQ luncheon for any student who takes an 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. Bullard will provide substitutes for certificated AP staff to meet with each other improve AP Exam Scores, plan with each other in PLCs, and help provide teacher proctors for exams. Bullard will also provide transportation to and from its feeder schools in order to help recruit students to take more AP classes. Bullard will also fund additional materials and supplies to assist students in improving AP student scores and provide incentives for students to take or remain in classes with items that include technology and maintenance.

**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 AP course pre-registration data for Fall 2020. Ongoing monitoring of enrollment in January of 2021 and test registration totals in March 2021. Make use of 5-Star software to monitor student attendance at provided AP study sessions. Monitor AP exam pass rate in the Fall of 2020. Work with site AP Coordinators to monitor progress of AP PLC as it works through PLC foundations. We have made a goal for this current year 2019-2020 for each administrator to observe at least 10 classrooms a week, using the IPG tool. The Bullard Admin has also committed to providing feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses. Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement.

**Owner(s):**

Scott Sanders VP  
Whitney Godfirmon, HC  
Academic Counselors  
Kristi Robison, Co-AP Coordinator  
Jeff Allen, Co-AP Coordinator

**Timeline:**

August 2020-May 2021

**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 and Literature courses as well as other appropriate AP courses and take the corresponding exams.

**Specify enhanced services for low-performing student groups:**

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 A4 Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students. All African American students at 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.

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 the benefits of being in an AP program and encourage parents to support continued attendance and the taking of AP exams.

**Describe Professional Learning related to this action:**

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

## Action 5

**Title:** EL Redesignation

**Action Details:**

Identify borderline LTEL students who are Early Advanced or Advanced on the ELPAC and engage those students in chats. These chats will support students reflection of their current individual progress on assessments and progress

towards redesignation. We will also utilize the site ELAC parent meeting and Principal Coffee Hours 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. This will allow teachers to provide encouragement and academic interventions in the classroom leading up to assessments such as CAASPP, iReady and the ELPAC assessment. Bullard will continue to fund a bilingual instructional aide for academic classroom support in core classes and a Home School Liaison 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. Bullard will also continue to finance Barney Zapata to help provide support to parents and students of EL learners. We will provide incentives (i.e. certificates, celebratory luncheon) for students who obtain redesignation status. Bullard will continue to invest in technology and supplementary materials that support language acquisition for EL students in the EL course as well as core subject areas. We will also fund subs and assessors to help proctor the ELPAC exam.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> 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. We have made a goal for this current year 2019-2020 for each administrator to observe at least 10 classrooms a week, using the IPG tool. The Bullard Admin has also committed to providing feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses. Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement.

Owner(s):

Faviola Perez VP  
Home School Liaison  
Jennifer Nast  
EL ELA Teacher  
Consultant - Barney Zapata  
Bilingual Para

Timeline:

October 2020 & January 2021 & March 2021 (iReady)  
April 2020 (SBAC)  
PSAT

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 will be provided. 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 and other qualifying assessments. 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 ensure that they are incorporating them into core classes to support language development of in all classes.

Specify enhanced services for low-performing student groups:

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 in 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, software, and supplementary materials that support language acquisition for EL students 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 Liaison position to help communicate with Spanish speaking families and help facilitate parenting classes through a contracted

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

vendor. Bullard will also host Principal's Coffee Hour for parents during the school day.

related to EL development.



## 2020-2021 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	Subagreements			Education Elements : Consulting Contracts for Education Elements (PLI), CCRTL, Myrl Johnson, Jorge Arroyo, Gary Gilroy, Scott Chandler All action in goals 1 & 4.	39,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	20,202.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	16,273.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	16,904.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	20,202.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology	16,272.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Interact Fellows for Tutoring	53,093.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Edgenuity : Edgenuity Contract	10,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			General Materials/Supplies & Paper	45,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	15,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	3,567.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: AP Materials/Supplies	17,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			: Transportation for AP Events	2,500.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		11,188.00
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	922.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A5	LCFF: EL	Parent Participation	Cons Svc/Oth			ICA for Barney Zapata for EL Parent Classes	3,000.00

**\$291,623.00**

## 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	73.377 %	51.535 %	2018-2019	58.535 %

**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

As of 2019-2020 data from Power BI

- Last year in 2018-2019, 51.5% of our students were engaged in arts, activities and athletics. Currently in the 2019-2020 school year, 78.4% of our students are engaged in arts, activities and athletics.
- Our SWD had the highest increase in engagement from 39.9% in 2018-2019 to 72.2%
- In 2019-2020 Foster Youth engagement is up 34% from the previous year.
- Hispanic engagement is up 11% from the previous year Engagement
- African American engagement is up 29.7% for a 82.5% engagement for the 2019-2020 school year.
- EL students in up by 34%

#### Key Factors

- Teachers & CCD have done a better job of entering engagements, including 1-time events and club meetings.
- We have recruited staff that are motivated to involve African American students in activities geared specifically for African American students.
- We have involved African American students in discussions of how to involve African American students in activities for the entire school.
- Project Access involvement and voucher system
- Use of social media to market events
- Addition of AP Art
- Additional clubs on campus including E-Sports, Fuel, Stomp Team, and chess club
- More funding has been put towards activities on campus.
- Use of 5-Star to scan students 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. We still need to work on all club sponsors utilizing a system that requires them to record student involvement and what they are doing in their club through things like meeting agendas. We will also conduct a survey during class meeting time to determine what students are involved in.

**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 now 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:

We first analyzed analyzed results from last year and created actions that aligned with staff and mission/vision priorities. On April 22, 2020, we met with the SSC to discuss the draft of the SPSA actions aligned to the four district goals and the aligned budget. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

**2** ELAC:

On April 20, 2020, ELAC met with VP Faviola Perez and reviewed the 2020/21 SPSA. At that meeting, the ELAC committee approved both the plan and the budget and did not suggest any revisions.

**3** Staff:

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 utilizing offsite professional set design services. 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, student liaisons to the Climate and Culture meetings in an effort to coordinate and schedule student desired activities and engagements. Bullard will continue to support grade level class sponsors and continue to work on developing the Link Crew program for the purposes of supporting freshman across the campus and ensuring a successful transition. The Bullard CORE team will work to collect data from all freshman stakeholders to build and improve 9th grade transition and support programs. We will use 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. Bullard will provide classified staff such as custodial and safety with overtime pay in order to provide support for activities that encourage student involvement whether it be during the regular school day or outside of the traditional time. Bullard will also provide classified subs for safety in order to provide more support for activities that would need more supervision. Bullard will provide opportunities for staff and students to travel to conferences and competitions that encourage student involvement. Bullard will also fund additional materials and supplies to encourage student involvement by providing incentives and insuring that the proper technology has been updated/added and current items can be purchased or maintained. Bullard will also fund consultants to help provide support to students and staff on campus such for Theater, CCRTL S. Holly (Professional Development), College Applications, PLI Coe (Technology), Music, and website design/maintenance. Bullard will fund catering

and food for the planning of events and events that encourage students to be involved on campus. Bullard will also provide transportation to and from its feeder schools and to some events that encourage student involvement such as Summer Bridge and provide funding for transportation for events that occur later in the day.

**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. Utilize CORE team to analyze data to identify areas of need to provide supports to 9th grade students and encourage engagement in GOAL 2 activities.

Owner(s):

Administration Team  
Counselors  
Campus Culture Director  
Culture and Climate Team  
CORE Team

Timeline:

July 2020-June 2021

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 buses 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:

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 that are proportional to our enrollment.

Bullard will continue 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 for leadership and GOAL 2 opportunities on campus.

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

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

Utilize School Messenger, Bullard Social Media, 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.

## 2020-2021 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	Mat & Supp			: Food Catering for Student Events	25,700.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for student involvement	26,780.00
G2A1	Sup & Conc	Instruction	Travel			CADA, Academic Competitions, PD Conferences	32,530.00
G2A1	Sup & Conc	Instruction	Oth Equ Mnt			Golf Cart Maintenance	10,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	12,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Ken Strauss & Freedom Soul Media	6,570.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial OT for Special Events	777.00
G2A1	Sup & Conc	Security	Cls Sup-Sub			Extra Support - Campus Safety Subs	1,064.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			Campus Safety OT for Special Events	777.00

**\$116,198.00**



**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
College/Career Readiness	42.203 %	33.291 %	2018-2019	36.291 %
College/Career Readiness (Students w/Disabilities)	13.5 %	3.2 %	2018-2019	6.2 %
College/Career Readiness (Socioeconomically Disadvantaged)	34.4 %	30.2 %	2018-2019	33.2 %
College/Career Readiness (African American)	23.5 %	20 %	2018-2019	23 %

**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.

**College/Career Readiness**

Currently, 37.8% of our 18/19 seniors are prepared on the College Career indicator, which means we have maintained our prepared number of seniors by -1.4%

Key Factors:

- Course offerings have been limited for 11th & 12th
- Students in performing arts, band or Athletics have schedule that do not easily allow for room for CTE classes

**College/Career Readiness (African American)**

Currently, 20% of our 18/19 African American seniors are prepared on the College Career indicator, which is maintenance of -0.5% from the previous year.

**College/Career Readiness (Socioeconomically Disadvantaged)**

Currently, 30.2% of our 18/19 Socio-Economically Disadvantaged seniors are prepared on the College indicator, which is maintenance of -1.2% from the previous year.

**College/Career Readiness (Students w/Disabilities)**

Currently, 3.2% of our 18/19 Students with Disabilities seniors are prepared on the College Career indicator, which is a decline of 7.3%.

Key Factors

Many of our students with disabilities have less room in their schedule for CTE classes or have not passed

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

**College/Career Readiness**

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

**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. Work on recruiting students with disabilities to CTE classes and on providing support for students to stay on track.

their general education classes and need to repeat them for credit.

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

Our intended and actual implementation didn't differ too much. We recognize that more academic readiness and study skill development could be implemented in our 9th grade CTE courses.

**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:

We first analyzed analyzed results from last year and created actions that aligned with staff and mission/vision priorities. On April 22, 2020, we met with the SSC to discuss the draft of the SPSA actions aligned to the four district goals and the aligned budget. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

**2** ELAC:

On April 20, 2020, ELAC met with VP Faviola Perez and reviewed the 2020/21 SPSA. At that meeting, the ELAC committee approved both the plan and the budget and did not suggest any revisions.

**3** Staff:

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:** 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 Dashboard indicators. Each pathway has a designated course progression that includes work-based 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. Bullard will also fund additional materials and supplies to assist students/staff in their pathway classes such as technology and maintenance.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> 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 work based learning engagements. We have made a goal for this current year 2019-2020 for each administrator to observe at least 10 classrooms a week, using the IPG tool. The Bullard Admin has also committed to providing feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses. Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement.

**Owner(s):**

- Scott Sanders, VP (Law)
- Brian Vollhardt, VP (Biomed)
- Shalita Herod, VP (Computer Science)
- Faviola Perez, VP (Business)
- Ralph Vasquez CTE Coordinator
- Kris Madden, WBL Coordinator
- Whitney Godfiron, HC

**Timeline:**

August 2020-June 2021

**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:**

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

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.

course, job shadows and career industry visits, etc).

Bullard Law Pathway students will continue work with the California Law Consortium Pipeline (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.

Describe Professional Learning related to this action:

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

## 2020-2021 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	Mat & Supp			: Materials/Supplies for Linked Learning & Pathways	8,000.00

**\$8,000.00**

**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	9.821 %	13.696 %	2018-2019	11.696 %
Suspensions Per 100	13.847 %	12.771 %	2018-2019	11.771 %
Graduation Rate	96.183 %	90.949 %	2018-2019	91.949 %
Graduation Rate (Students w/Disabilities)	90.4 %	67.2 %	2018-2019	82.2 %
Suspension Rate (Students w/Disabilities)	14.2 %	17.6 %	2018-2019	14.6 %
Graduation Rate (Socioeconomically Disadvantaged)	100 %	92.8 %	2018-2019	100 %
Suspension Rate (Socioeconomically Disadvantaged)	8.7 %	10.7 %	2018-2019	7.7 %
Graduation Rate (African American)	100 %	87.3 %	2018-2019	100 %
Suspension Rate (African American)	18.8 %	16.9 %	2018-2019	13.9 %

**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 14.3%.

**Key Factors**

Bullard has been working to address trancies through the use of clearly stated attendance protocols/procedures (staff, community, students) and utilizes a Home School Liaison to make contact with students and families who are considered habitually truant in an effort to provide support where needed. We are also using our interact tutoring staff, prodigy drug counseling, and our SEL team to meet with students. We are working to develop a system for teachers to reach out for support when they notice students missing class.

**Graduation Rate**

According to Power BI, our current graduation rate is 92.4% for the 2018-2019 school year, which is a decrease of 2.8%.

-As we continue to work on building student engagement on campus, we are also working with a new tutorial

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

**Chronic Absenteeism**

With only 44.3% of the student body reporting feeling connected to the school, that leaves a little more than 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.

**Graduation Rate**

We have seen a small decrease in our graduation rate in the 2018-19 school year, but we are continuing to work around Culture and Climate and relationships with students. Some of this can be attributed to the amount of students that were referred out to charter their 9th & 10th grade years, with many attempting to return their senior without being on track to graduate. We are working more with our Alternative Education Sites to move less students out of the FUSD system.

**Graduation Rate (African American)**



program this year that could help students improve.

#### **Graduation Rate (African American)**

Data shows that 87.3% of our African American students graduated in the 2018-2019 school year, down 6.4% from last year.

-As we continue to work on building student engagement on campus, we are also working with a new tutorial program this year that could help students improve.

#### **Graduation Rate (Socioeconomically Disadvantaged)**

The current Socioeconomic graduation rate is 92.8% for the 2018-2019 school year, a decrease by 1.4% from last year.

#### **Graduation Rate (Students w/Disabilities)**

The current Student with Disabilities graduation rate is 67.2% for the 2018-2019 school year, down 8.7% from last year.

-As we continue to work on building student engagement on campus, we are also working with a new tutorial program this year that could help students improve.

#### **Suspension Rate (African American)**

The current African American suspension rate is 16.9% for the 2018-2019 school year, down 4.8%.

-As we continue to work on building student engagement on campus, we are also working with a new tutorial program this year that could help students improve.

#### **Suspension Rate (Socioeconomically Disadvantaged)**

The current Socioeconomically Disadvantaged suspension rate is 10.7% for the 2018-2019 school year, down 1%.

We are instituting a new system this year for discipline with a room dedicated to re-focus students and provide interventions.

#### **Suspension Rate (Students w/Disabilities)**

The current Student with Disabilities suspension rate is 17.6% for the 2018-2019 school year, which is an increase of 0.4%.

We are instituting a new system this year for discipline with a room dedicated to re-focus students and provide interventions.

#### **Suspensions Per 100**

Bullard High School saw an overall 2.08% decrease in student suspensions from the 17/18 school year to the 18/19 school year with 12.77% of the student population experiencing a suspension at least once. However, current data shows that our suspension rate for the 19/20 school year has dropped and is at 9.69%.

The top two reasons students are suspended at Bullard are for drugs (mainly marijuana usage and possession) and fights.

Data shows that 87.3% of our African American students graduated last year. This is a decrease of 6.4%. We will continue to partner with United Black Men, BSU and the A4 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. These programs are in their infancy, but this year we have seen more involvement especially in the BSU stomp dance team, "Soul of the Knights."

#### **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 Bullard High 2019-2020- School Plan for Student Achievement (SPSA) 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 67.2%—which is a decrease of 8.7% from 17-18. However, it is higher than the rate the previous year (2016-17), which was 61.7%. There are structures built into the master schedule (i.e extra prep period) to support case managers meeting with students on their case load and we are working to continue to build structures to help utilize this time. 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 10.7%, which is a decrease of 1% from last year. We will continue to work with our Home School Liaison, Project Access, Prodigy, Interact Fellows 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 and we are working to improve the systems in place.

#### **Suspensions Per 100**

Our Foster Youth suspension rate is the highest at (58.14%), which is up 8.14% from the previous year yet this group is the smallest sub groups we have on campus. Many of these students enroll without social emotional support or positive school relationships. We are working to amend this issue by creating support systems within the Student Support Center. As an example our TSA and Student Support Center structures will support Foster Youth by implementing a personal "icebreaker" meeting and a "Success SST" within the first 48 hours. This can help build early relationships with the student, including an understanding of background, interests, triggers, all in an effort to support their transition. We are modeling the same

This year, we are working with a new drug program with counselors, that provide support, along with our SSW also taking on a case load of students.

supports for our Homeless Youth Population. For the 19/20 school year, our African American student population experienced a decrease in suspensions by 0.96%. We are working closely with the A4 team, BSU, and the United Black Men Club to ensure that our African American students are receiving supports, mentoring, a voice and tutorial that will keep them engaged and connected to school. 19/20 data show that our SPED students made up 19.13% of the suspensions with a 13.65% decrease from the 18/19 school year. 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.

**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 followup 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 Multitiered 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:

We first analyzed analyzed results from last year and created actions that aligned with staff and mission/vision priorities. On April 22, 2020, we met with the SSC to discuss the draft of the SPSA actions aligned to the four district goals and the aligned budget. At that meeting, the SSC approved both the plan and the budget and did not suggest any revisions.

**2** ELAC:

On April 20, 2020, ELAC met with VP Faviola Perez and reviewed the 2020/21 SPSA. At that meeting, the ELAC committee approved both the plan and the budget and did not suggest any revisions.

**3** Staff:

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 2021 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 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. We will also hire a TSA to assist in triaging our students (especially high area of need subgroups) using SEL attendance, support, and academics, and creating plans/interventions to help improve attendance. Bullard will provide classified staff such as attendance with overtime pay in order to insure that they can provide support in contacting students and parents that are chronically absent.

**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):

- W. Podsakoff VP
- Vice Principals
- Counselors
- Attendance Clerks
- Home School Liaison
- TSA- Triage for Supports

#### Timeline:

August 2020-June 2021

#### 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:

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

**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 bi-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.

proportional to our enrollment.

Bullard will continue to work with the A4 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.

**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 levels 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. 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, the United Black Men club, and the Black Student Union that meets weekly 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 20-21 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. Teachers will increase parent contacts to support African American students. We will also hire a TSA to assist in triaging our students (especially high area of need subgroups) using SEL attendance, support, and academics, and creating plans/interventions to help improve behavior and achievement.

**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, BSU, and UBM with ATLAS portfolio for grades and behavior.

**Owner(s):**

Admin Team  
Counselors  
Social Emotional Team  
Culture and Climate Team  
TSA - Triage for Supports

**Timeline:**

August 2020-June 2021

**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 Life 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, marquee 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:**

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, United Black Men, Black Student Union, A4, 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.

**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). Bullard will also provide students with opportunities to learn about different opportunities on campus through activities like Club Rush or featuring groups such as the Bullard Stomp team in rallies. 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. Bullard will also fund additional materials such as graphics and supplies to help students with a sense of belonging by providing incentives and insuring that the proper technology has been updated/added and current items can be purchased or maintained. These would include funding for our Black Student Union, Knights of Valor, United Black Men, Summer Bridge, Link Crew, the 4.0 Fair, Graduation Programs (Pegasus), and RUSH PO for Bullard Spirit Swag. Bullard will fund catering and food for the planning of events and events that will help support students in their sense of belonging to Bullard.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> 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. We have made a goal for this current year 2019-2020 for each administrator to observe at least 10 classrooms a week, using the IPG tool. The Bullard Admin has also committed to providing feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses. Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement.

Owner(s):

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

Timeline:

August 2020 - June 2021

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. 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:

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

Specify enhanced services for low-performing student groups:

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



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).

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.

**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, the official website, social media (Twitter, Facebook, Instagram) and parent communication mailers (presort). Bullard will continue to fund a home school liaison who will work with the school and parents to bridge the communication gap. Bullard will fund materials and supplies such as packets and mailers that can be sent to parents that can help support communication, along with a Principal's Coffee Hour for parents to connect on campus.

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.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> 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 2020 - June 2021

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. Use of Principal's Coffee Hour.

Specify enhanced services for low-performing student groups:

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.

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.

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

Describe Professional Learning related to this action:

Customer service training for classified support staff.

## 2020-2021 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	No translation of mandatory items such as ELAC and IEP from Title I funding	70,294.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ovr			HSL Overtime	669.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7700		97,459.00
G4A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2300		29,110.00
G4A3	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for Campus Culture	43,000.00
G4A3	Sup & Conc	Instruction	Direct-Graph			FUSD Graphics	5,000.00
G4A3	Sup & Conc	Instruction	Direct-Food			FUSD Food Catering	1,500.00
G4A4	Sup & Conc	Instruction	Cons Svc/Oth			Pre-Sort Mailing Services : Mailing Services	8,000.00

**\$255,032.00**

# 2020-2021 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	Subagreements			Education Elements : Consulting Contracts for Education Elements (PLI), CCRTL, Myrl Johnson, Jorge Arroyo, Gary Gilroy, Scott Chandler All action in goals 1 & 4.	39,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	20,202.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	16,273.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	16,904.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	20,202.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology	16,272.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Interact Fellows for Tutoring	53,093.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Edgenuity : Edgenuity Contract	10,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			General Materials/Supplies & Paper	45,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	15,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	3,567.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: AP Materials/Supplies	17,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			: Transportation for AP Events	2,500.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		11,188.00
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	922.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A5	LCFF: EL	Parent Participation	Cons Svc/Oth			ICA for Barney Zapata for EL Parent Classes	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Food Catering for Student Events	25,700.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for student involvement	26,780.00
G2A1	Sup & Conc	Instruction	Travel			CADA, Academic Competitions, PD Conferences	32,530.00
G2A1	Sup & Conc	Instruction	Oth Equ Mnt			Golf Cart Maintenance	10,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	12,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Ken Strauss & Freedom Soul Media	6,570.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial OT for Special Events	777.00
G2A1	Sup & Conc	Security	Cls Sup-Sub			Extra Support - Campus Safety Subs	1,064.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			Campus Safety OT for Special Events	777.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies for Linked Learning & Pathways	8,000.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	1.0000	No translation of mandatory items such as ELAC and IEP from Title I funding	70,294.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ovr			HSL Overtime	669.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7700		97,459.00
G4A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2300		29,110.00
G4A3		Instruction	Mat & Supp				10,000.00

G4A3	Sup & Conc	Instruction	Mat & Supp	: Materials & Supplies for Campus Culture	43,000.00
G4A3	Sup & Conc	Instruction	Direct-Graph	FUSD Graphics	5,000.00
G4A3	Sup & Conc	Instruction	Direct-Food	FUSD Food Catering	1,500.00
G4A4	Sup & Conc	Instruction	Cons Svc/Oth	Pre-Sort Mailing Services : Mailing Services	8,000.00
					<b>\$670,853.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$179,960.00
Sup & Conc	7090	\$445,173.00
LCFF: EL	7091	\$45,720.00
<b>Grand Total</b>		<b>\$670,853.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$291,623.00	
G2 - All students will engage in arts, activities, and athletics	\$116,198.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$8,000.00	
G4 - All students will stay in school on target to graduate	\$255,032.00	
<b>Grand Total</b>		<b>\$670,853.00</b>