

**Bullard High**

10621661030279

Principal's Name: John Alvarado

Principal's Signature:

A handwritten signature in black ink, appearing to read "John Alvarado". The signature is written in a cursive style with a large initial "J" and a long horizontal stroke at the end.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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<b>District Goals</b>	
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<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

**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 Engagement 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - John Alvarado	X				
2. Chairperson - Mark Topoozian				X	
3. Korrie Gallardo			X		
4. Whitney Godfirnon			X		
5. Cynthia Lawrence		X			
6. Steven Fisher		X			
7. Heather Ramos		X			
8. Mandy Foss		X			
9. Jennifer Sanders		X			
10. Peter Chaney		X			
11. Elisha Henderson				X	
12. Carrie Wise				X	
13. Jeanne Perez				X	
14. Diana Haskins				X	
15. Kayla Battle					X
16. Matthew Ramirez					X
17. Mia Moore					X
18. Abby Haskins					X
19. Audrey Herbert					X
20. I'Adore Sweet					X

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



Required Signatures

School Name: Bullard High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	John Alvarado		5/24/2021
SSC Chairperson	Mark Topoozian		5-24-21

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 2021/22

Bullard - 0055

**ON-SITE ALLOCATION**

3010	Title I	\$174,720
7090	LCFF Supplemental & Concentration	\$433,260
7091	LCFF for English Learners	\$39,600
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$29,880</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$677,460</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	\$59,380
Remaining Title I funds are at the discretion of the School Site Council	<u>\$115,340</u>
Total Title I Allocation	\$174,720

## Bullard High 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		93.69 %	2019-2020	94.69 %
I-Ready ELAD1 On Level		22.33 %	2020-2021	29.33 %
I-Ready Math D1 On Level		20.65 %	2020-2021	27.65 %
I-Ready ELAD1 On Level (Students With Disabilities)		5.07 %	2020-2021	12.07 %
I-Ready Math D1 On Level (Students With Disabilities)		9.63 %	2020-2021	16.63 %
I-Ready ELAD1 On Level (Socioeconomic Disadvantaged)		17.38 %	2020-2021	24.38 %
I-Ready Math D1 On Level (Socioeconomic Disadvantaged)		16.48 %	2020-2021	23.48 %
I-Ready ELAD1 On Level (African American)		17.65 %	2020-2021	24.65 %
I-Ready Math D1 On Level (African American)		8.59 %	2020-2021	15.59 %
4 Year Cohort Graduation Rate (Students With Disabilities)		76.56 %	2019-2020	76.56 %
4 Year Cohort Graduation Rate (Socioeconomic Disadvantaged)		93.72 %	2019-2020	93.72 %
4 Year Cohort Graduation Rate (African American)		90.32 %	2019-2020	90.32 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### 4 Year Cohort Graduation Rate

As of 2020-2021, per Power BI:

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

#### 4 Year Cohort Graduation Rate

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

- 93.7% of our students graduated as of 2020, which is a 1.3% increase from 92.4% from 2019

#### Key Factors

- Our graduation rate continues to remain strong
- SEL Teams continue to reach out to students who may be in need of further support
- Academic counselors meet with students regularly and help keep students on graduation track

#### 4 Year Cohort Graduation Rate (African American)

- Data shows that 90.3% of our African American students graduated this year, up 3.27% from last year

#### 4 Year Cohort Graduation Rate (Socioeconomic Disadvantaged)

- The current Socioeconomic graduation rate is 93.7%, an increase by 0.9% from last year

#### 4 Year Cohort Graduation Rate (Students With Disabilities)

- The current SWD graduation rate is 76.6%, up 9.4% from last year

#### I-Ready ELA D1 On Level

- Our data for iReady may lack validity due to the pandemic and our 2nd offering of the test was optional
- Less than 50% of our students took the diagnostic in the Fall of 2020
- The total percentage of students that scored "On Level" for the ELA iReady Test in 2020-2021 was 22.33%, which is an increase of 5.86%

#### I-Ready ELA D1 On Level (African American)

- Our current data shows that the number of African American Students that scored "On Level" on the iReady ELA test increased by 5.86%
- The total percentage of African American Students that scored "On Level" for 2020-2021 was 17.65%

#### I-Ready ELA D1 On Level (Socioeconomic Disadvantaged)

- Our current data shows that the number of Socioeconomic Disadvantaged Students that scored "On Level" on the iReady ELA test increased by 3.52%
- The total percentage of Socioeconomic Disadvantaged Students that scored "On Level" for 2020-2021 was 17.54%.

#### I-Ready ELA D1 On Level (Students With Disabilities)

- Our current data shows that the number of SWD that scored "On Level" on the iReady ELA test increased by 1.45%
- The total percentage of SWD that scored "On Level" for 2020-2021 was 5.11%

#### I-Ready Math D1 On Level

- Our data for iReady may lack validity due to the pandemic and our 2nd offering of the test was optional
- Less than 50% of our students took the diagnostic in the Fall of 2020
- The total percentage of students that scored "On Level" for the MATH iReady Test in 2019-2020 was 20.65%, which is an increase of 3.78%

#### I-Ready Math D1 On Level (African American)

- Our current data shows that the number of African American Students that scored "On Level" on the

Our lowest performing subgroups in this area: As of 2020-2021, per Power BI:

- 76.6% of SWD graduated with a diploma in 2020
- 63.6% of Foster Youth graduated with a diploma in 2020

#### Key Factors

- Lack of engagement
- Lack of supports
- Lack of understanding in emotional intelligence
- Staff knowledge in regards to SEL competencies identifying and supporting those who are on diploma track
- Foster Youth may have external factors that affected them during the pandemic

#### 4 Year Cohort Graduation Rate (African American)

- Data shows that 90.3% of our African American students graduated last year, which is an increase of 3.27%
- We will continue to partner with United Black Men, BSU, Soul of the Knights, and 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

#### 4 Year Cohort Graduation Rate (Socioeconomic Disadvantaged)

- Data shows that 93.7% of our Socioeconomic Disadvantaged students graduated last year, which is an increase of 0.9%
- We are working to build the Culture and Climate on campus and a large piece of that is building relationships with students
- The Bullard campus has seen a demographic shift in the recent years and we have yet, as a staff, to accept the change as well as learn more about Social Emotional Learning Competencies as we engage supports for students who are struggling
- We need to work harder to provide staff with site demographic data that identifies the students they work with and the struggles they have in an effort to bridge the misconceptions about our current enrollment vs. the perceived enrollment

#### 4 Year Cohort Graduation Rate (Students With Disabilities)

- Data shows that 76.6% of our SWD graduated last year, which is an increase of 9.4%
- There are structures built into the master schedule (i.e extra prep period) to support case managers meeting with students on their case load, but the SPED teachers may not be taking advantage of the extra prep period
- We have also built in SPED credit recovery options and SPED tutorial with SPED credentialed teachers

#### I-Ready ELA D1 On Level

- We conscientiously built the master schedule to ensure all of our ELA III teachers are able to ensure fidelity across their PLC, such as CFAs, data analysis, and response to student results
- All ELA III teachers have also attended Solution Tree PLC at Work training
- This year, we are also in the working to implement IABs throughout the school
- It should be noted again that our data for iReady may lack validity due to the pandemic and our 2nd offering of the test was optional
- Less than 50% of our students took the diagnostic in the Fall of 2020



iReady MATH test decreased by 0.05%

- The total percentage of African American Students that scored "On Level" for 2019-2020 was 8.59%

#### **I-Ready Math D1 On Level (Socioeconomic Disadvantaged)**

- Our current data shows that the number of Socioeconomic Disadvantaged Students that scored "On Level" on the iReady MATH test increased by 3.78%
- The total percentage of Socioeconomic Disadvantaged Students that scored "On Level" for 2019-2020 was 16.6%

#### **I-Ready Math D1 On Level (Students With Disabilities)**

- Our current data shows that the number of SWD that scored "On Level" on the iReady MATH test increased by 6.69%
- The total percentage of SWD that scored "On Level" for 2019-2020 was 8.96%

#### **I-Ready ELA D1 On Level (African American)**

- There was an increase of 5.86% in the number of African American Students that scored "On Level" on the iReady ELA test increased
- The results lack validity, but hopefully this increase will reflect in our African American subgroup next year.

#### **I-Ready ELA D1 On Level (Socioeconomic Disadvantaged)**

- There was an increase of 3.52% in the number of Socioeconomic Disadvantaged Students that scored "On Level" on the iReady ELA test
- The results lack validity, but hopefully this increase will reflect in our Socioeconomic Disadvantaged subgroup next year

#### **I-Ready ELA D1 On Level (Students With Disabilities)**

- There was an increase of 1.45% number of SWD that scored "On Level" on the iReady ELA test
- The results lack validity, but hopefully this increase will reflect in our SWD subgroup next year

#### **I-Ready Math D1 On Level**

- Our data for iReady lacks validity due to the pandemic with less than 50% of our students took the diagnostic in the Fall of 2020
- During the Winter administration, it was optional for secondary sites to administer the test
- We have now completed our third year of the newly adopted curriculum (Big Ideas)
- The Bullard region has determined math to be the focus core area for K-12 and we are strategically working on building foundations that will support linear math progressions, leading to stronger conceptual understanding at the junior level
- All five Algebra 1 teachers have attended Solution Tree PLC at Work training
- We are beginning to utilize Khan as a resource (in Algebra 2 and above), but we have been very inconsistent in implementation
- We are also in the early stages of implementing IAB

#### **I-Ready Math D1 On Level (African American)**

- There was a decrease of 0.05% in the number of African American Students that scored "On Level" on the iReady MATH test increased
- The results lack validity, but hopefully this our work with targeted interventions will reflect positively in our African American subgroup next year

#### **I-Ready Math D1 On Level (Socioeconomic Disadvantaged)**

- There was an increase of 3.78% in the number of Socioeconomic Disadvantaged Students that scored "On Level" on the iReady MATH test
- The results lack validity, but hopefully this increase will reflect in our Socioeconomic Disadvantaged subgroup next year.

#### **I-Ready Math D1 On Level (Students With Disabilities)**

- There was an increase of 1.45% number of SWD that scored "On Level" on the iReady MATH test
- The results lack validity, but hopefully this increase will reflect in our SWD subgroup next year

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Due to Covid19 restrictions, all areas of professional development and response to intervention were greatly reduced. This had a detrimental effect on teacher development and the ability to meet the needs of struggling students
- We funded part of the district Winter Session classes that the district offered at all high schools, in order to add more teachers work with our credit deficient students
- We offered some professional development and conferences that were online this year and we will continue to budget to send staff to conferences. This year we worked with the SSC to move money from travel/conferences to support items needed to enhance students' online experiences
- We will continue to fund an EL support aide to remain focused on the work to support teachers in instruction and to monitor EL student progress
- We will provide funding to support the work of an African American Academic Acceleration (A4) mentor to support and monitor progress of our African American students
- Our African American students still rank as one of our lowest sub-groups in math and literacy proficiency. In an effort to lessen the disproportionality and support our low performing sub-groups, we will continue to support the work of our Culturally Responsive Teaching team and provide professional learning around cultural proficiency
- We will continue the use of Edgenuity as it was used as intended
- 0.4 FTE was not going to be utilized 2<sup>nd</sup> semester, but it was absorbed and transferred to supplemental contracts to cover the needed fess for after school credit recovery classes

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will be aligning our year long professional learning (with all staff and smaller PLC groups) to ensure that we are addressing the Social Emotional Learning Competencies, Culturally Relevant Teaching Strategies and Multi-tiered Systems of Support as we increase academic achievement for all students with a special focus on SPED, African American, and Socio Economically Disadvantaged students
- We continue to stay focus on the action items and goals from our previous year
- We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady, Khan Academy, which will be used to support SEL skill development, enhance classroom engagement and improve academic success
- We will also utilize online applications such (but not limited to) as Nearpod, Edpuzzle, and Turnitin.com to support academic success
- Subs for planning days for teachers to increase opportunities for PLC work
- Sub-agreements for Teaching Fellows
- Support of parent involvement for Spanish speaking parents and child care for those parents
- Purchase technology for classroom use and to supplement new classes such as, but not limited to Music Production and Digital Photography
- Purchase materials for classes as we expand our offerings in current and new courses in:
  - CTE
  - Gen Ed
  - SPED (such as our pilot in SDC Chemistry)
  - VAPA (Mariachi, Dance, Music Production, etc.)
  - AP courses
  - Ethnic Students, Race and Social Justice, and African American Studies
- Increase technology purchases for to support online GVC for MATH (Big Ideas) and ELA (Springboard). 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 purchase additional technology for science classrooms and for our Student Support and Re-Engagement Center where students can get additional academic help
- Continue to utilize Interact Tutors to support and aid in monitoring student performance
- Substitute teachers will be provided to give teachers time to plan for instruction and responses to assessment
- We will again provide funds to support parent involvement through education and provided child care
- We will continue to fund peer tutors in the areas of math, science, and world languages

**Step 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:**

- Tutorials (remediation)
- Technology
- Student incentives
- More celebration of academic success (Academic Awards)
- Families need continued messaging and support. (ELAC/Coffee Hour meetings)
- Make classes more engaging and relevant so students can relate to College and Career Readiness).
- Involve students in planning and implementation process.

**2 ELAC:**

On April 15th, ELAC wanted to continue many of the same supports.

**3 Staff:**

- Technology
- Professional learning opportunities
- Tutorial improvements
- More support staff (BIAs, paraprofessionals) Cross-curricular instruction
- Explicit teaching of college-ready skills/habits
- Project based learning
- Support for data analysis
- More analysis of iReady questions; incorporate into regular assessment practices
- Message the importance and value of pushing to take more challenging courses
- Continue to develop pathways that ensure rigor and student ownership

## Action 1

**Title:** Proficiency in Literacy

### Action Details:

Currently, our iReady data is lacking validity as this is the first year of an administration of the test at Bullard High School. Being that we are currently in distance learning, we were unable to get most of our students to take the test. For the 2021-2022 school year, our goal is to have an increase of 10% of those students on grade level from Diagnostic 1 to Diagnostic 3 on the iReady Reading portion of the exam.

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 an online notebook (OneNote) containing all relevant data that captures student growth and mastery of concepts (i.e. PLC generated, district benchmarks, ELA/SCIENCE/HISTORY 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 SWD, African American, and SED (Socially-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/off campus tutoring, and athletic tutorial programs. Bullard will utilize the Home-School Liaison, Student Support Center, and Re-Engagement Center, along with the 5-Star program to monitor and address tardies and poor attendance. We will also continue to fund 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. We will also work to utilize online software, new technology, and work with PLI to support our computer student model. Lastly, we will continue to fund more teachers to provide more opportunities to stay on track or catch up in ELA.

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 20/21 ELA-EAP/CAASPP results in the fall of 2021
- Review of iReady results in October 2021 and February 2022
- 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 Latino 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 2020-2021 for each administrator to observe at least 6 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
- TSA, PLUS, Instructional Coach, and Home School Liaison will help identify and contact students and their parent/guardians that need more support

Owner(s):

- Johnny Alvarado
- ALL VPs
- Instructional Leadership Team
- Individual PLCs
- Plus Teachers
- Instructional Coach
- TSA - Student Support Teacher
- Home School Liaison

Timeline:

August 2021-March 2022

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 ELD courses
- Use of parenting classes for our Spanish speaking parents to aid in supporting their students in school
- Incorporate ELD components of GVC in ELA, History, and Science classes to support language development of both English speakers and English Learners

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
- Case managers will enter data into atlas regarding meetings with students/parents during case management periods

- 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
- 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 Tutors as we systematically monitor freshman students who are struggling academically
- Interact Tutors 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

### Action 3

**Title:** Proficiency in Mathematics

#### Action Details:

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Currently, our iReady data is lacking validity as this is the first year of an administration of the test at Bullard High School. Being that we are currently in distance learning, we were unable to get most of our students to take the test. For the 2021-2022 school year, our goal is to have an increase of 10% of those students on grade level from Diagnostic 1 to Diagnostic 3 on the iReady Reading portion of the exam.

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 an online notebook (OneNote) containing all relevant data that captures student growth and mastery of concepts (i.e. PLC generated, district benchmarks, 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 SWD, African American, and SED (Socially-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/off campus tutoring, and athletic tutorial programs. Bullard will utilize the Home-School Liaison, Student Support Center, and Re-Engagement Center, along with the 5-Star program to monitor and address tardies and poor attendance. We will also continue to fund 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. We will also work to utilize online software (such as Big Ideas and Kahn Academy), new technology, and work with PLI to support our student computer model. Lastly, we will continue our Math Restart program for students that fail their first semester of math and fund more teachers to provide more opportunities to stay on track or catch up in Math.

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 20/21 Math-EAP/CAASPP results in the Fall of 2021
- Review of iReady results in October 2021 and February 2022
- 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 Latino 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 2020-2021 for each administrator to observe at least 6 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
- TSA, PLUS, Instructional Coach, and Home School Liaison will help identify and contact students and their parent/guardians that need more support

Owner(s):

- Johnny Alvarado
- ALL VPs
- Instructional Leadership Team
- Individual PLCs
- Plus Teachers
- Instructional Coach
- TSA - Student Support Teacher
- Home School Liaison

Timeline:

August 2021-March 2022

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 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 ELD students in mathematics classes
- Use of parenting classes for our Spanish speaking parents to aid in supporting their students in school
- Professional learning to support math teachers with ELD integration

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 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
- Case managers will enter data into atlas regarding meetings with students/parents during case management periods
- 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
- 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 Tutors as we systematically monitor freshman students who are struggling academically
- Interact Tutors 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

### Action 3

**Title:** Comprehensive Academic Student Support

#### Action Details:

Bullard High School will provide a comprehensive academic support program for students of all grade levels to increase the percentage of all students earning C's or better in all classes which will improve graduation rates. To improve our graduation rate, Bullard High will work to build an inclusive community where students feel connected. Bullard will continue to identify, implement, and document strategic social-emotional supports and academic supports for students who demonstrate at-risk behaviors. An African American Academic Acceleration (A4) Progress Monitor will provide additional SEL and academic supports for our African American students. Additional opportunities for credit recovery will be provided throughout the year including after school and during holiday breaks. To support students with organization and management of their academics, each student will be provided a student planner. Tutorials will be announced and promoted via the school website, Peachjar fliers / newsletter, social media, Knight Watch Broadcast and school messenger announcements. We will utilize our AP and CTE coordinators to help recruit and maintain students from all of our demographics, including African American students, SMD, and SED students. Bullard will continue to offer incentives for students to take AP classes, take the AP test, and pass the AP test. 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. 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 ELD course as well as core subject areas. We will also fund subs and assessors to help proctor the ELPAC exam. Lastly, Bullard will also focus on our D and F rates and work on reducing the number, while providing more opportunities to stay on A-G track. 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 continue to work with our TSA in the Student Support Center to assist in triaging our low performing subgroups using SEL attendance, behavior support, and academics, and creating plans interventions to help improve achievement. We will also work with our interact tutors, counseling team, REC center teacher, instructional coach, and teachers to provide more Grade Improvement Opportunities, whether it be by funding more tutoring hours or providing supplemental contracts to teachers. Bullard will also fund additional materials and supplies to assist students in improving their grades including 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**

**AP Specific**

- 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
- VP and AP Coordinator will walk classrooms and provide feedback

**EL Specific**

- 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

**D & F Rate/A-G Track Specific**

- Ongoing grade monitoring per progress report and quarter grading, including grade distribution by course and teacher
- Keeping track of attendance at events that provide information and supports for student success
- Triangulation teams working with data collected from interact tutor student caseload sessions

**Owner(s):**

- Triangulation Teams
  - VPs
  - Academic Counselors
- Head Counselor - Whitney Godfrinon
- CTE Coordinator - Ralph Vasquez
- AP Coordinator - Jeff Allen
- Home School Liaison - Kenthia Toscano
- Instructional Coach - Jenn Nast
- EL ELA Teacher - Kari Holland
- EL Consultant - Barney Zapata
- Bilingual Para
- Interact Tutors
- TSA - Teri Helton
- Re-Engagement Center - Chad Thornhill

**Timeline:**

AP - August 2020-May 2021

**EL Specific**

- October 2021 & January 2022 & March 2022 (iReady)
- April 2021 (SBAC)
- PSAT

**D & F Rate/A-G Track Specific**

- Quarter/Semester Grades
- Monthly Attendance Reports
- Transcripts

**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
- **EL**
  - Admin will engage borderline LTEL student in individual chats prior to test administration
  - Beginning and Intermediate ELD courses will be provided
  - Use of bilingual instructional aide to support in the designated EL core classrooms
- **D & F Rate/A-G Track Specific**
  - 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 Month 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:**

- 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
- 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 African American, SPED, and 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
- 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

- Training will be provided to teachers on using the EL Redesignation Goal-Setting Report
- We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching
- Case managers will enter data into atlas regarding meetings with students/parents during case management periods
- 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
- 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 ELD course as well as core subject areas
- 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 Tutors as we systematically monitor freshman students who are struggling academically
- Interact Tutors 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

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			Edgenuity	10,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental - G1A1	14,223.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts - May not use for ELAC or IEPs	35,916.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology	18,645.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Interact Tutors option #4 \$98,686.11 Split funded with 0181 - \$81,000	50,000.00
G1A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ovr			Classified Overtime	670.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	62,279.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Technology Repair	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors Supplemental Contracts	1,497.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A1, A2, A3; G3A1	12,015.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies G5A1	1,770.00
G1A3	LCFF: EL	Parent Participation	Cons Svc/Oth			Barney Zapata : Consultant - Barney Zapata	3,000.00

**\$220,015.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		47.95 %	2019-2020	50.95 %
Student-centered real world learning experience - Site Defined		0 %	2020-2021	0 %
College/Career Readiness (Students With Disabilities)		17.74 %	2019-2020	17.74 %
College/Career Readiness (Socioeconomic Disadvantaged)		43.69 %	2019-2020	43.69 %
College/Career Readiness (African American)		27.42 %	2019-2020	30.42 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**College/Career Readiness**

As of 2020-2021, per Power BI:

- 47.9% of our students were "prepared" as measured by the college/career indicators, which is an increase from the previous year by 10.1%

**LINKED LEARNING/CTE**

- Pathway Coordinator monitors success and completion of project based learning and staff implementation of content
- Pathway Coordinator monitors all D/Fs by collaborating with counselors to run reports of students who are struggling in their classes
- Pathway Coordinator and teachers work together to monitor CALPADS requirements and completions to ensure all students assessments align with district graduate profile
- Pathway Coordinator and teachers work together to provide meaningful work-based learning opportunities for all CTE students

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

- Our current data shows that the number of African American Students that were "prepared" as measured by the college/career indicators increased by 7.4%
- The total percentage of African American Students that were "prepared" for 2020-2021 was 27.4%

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

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

**College/Career Readiness**

- Change in indicators
- Reporting system to CA dashboard - FUSD reports this information to CADashboard
- Master schedule - Expansion of Pathway classes
- Students in other programs such as performing arts (such as band) do not easily allow for room in student schedule for CTE classes
- There is no ATLAS reports or PowerBI dashboards available to the site coordinator to facilitate the quick retrieval of student data, and as such quickly pivoting on information like student's D/F rates is challenging
- Mixed messaging regarding access to and support of dual enrollment in CTE courses

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

Key Factors:

- Change in indicators
- Reporting system to CADashboard - FUSD reports this information to CADashboard
- Availability of room in schedule

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

Key Factors:

- Change in indicators
- Reporting system to CADashboard - FUSD reports this information to CADashboard

- Our current data shows that the number of Socioeconomic Disadvantaged Students that were "prepared" as measured by the college/career indicators increased by 13.5%
- The total percentage of Socioeconomic Disadvantaged Students that were "prepared" for 2020-2021 was 43.7%

#### **College/Career Readiness (Students With Disabilities)**

- Our current data shows that the number of SWD that were "prepared" as measured by the college/career indicators increased by 14.5%
- The total percentage of SWD that were "prepared" for 2020-2021 was 17.7%

#### **Student-centered real world learning experience - Site Defined**

- Student Store run through Business Pathway
  - Students work to create and sell items to the general population
- Student-produced newsmagazine show, "Knight Watch"
  - Students write, produce, and film news stories focusing on academic and extra-curricular events at Bullard High School to produce a regularly-broadcast newsmagazine show through our video production program
- UCSF Health Corps
  - Students work with professionals from UCSF Fresno to identify health issues within their local community and create presentations on actionable items to address those inequities
- Stanford Diabetes Youth Educator program
  - Students work with medical professionals from Stanford University to learn skills and strategies to educate the general public on the dangers and prevention of diabetes within their communities
- Open Doors to Federal Courts
  - Students meet with judges, attorneys, and various other legal professionals at the local Federal District Court to learn about their role in the law, how they got to that position, and opportunities for them to work in that particular field
- Career Skills Challenge
  - Multi-disciplinary event put on in conjunction with Fresno County Office of Education where students can compete in career-centered challenges against students from other schools, usually under the supervision of industry professionals

- Availability of room in schedule

#### **College/Career Readiness (Students With Disabilities)**

##### Key Factors:

- Change in indicators
- Reporting system to CADashboard - FUSD reports this information to CADashboard
- SWD – Lack of Understanding of and knowledge of CTE offerings
- Availability of room in schedule
- Bullard is currently working with NIC to increase involvement of SPED students

#### **Student-centered real world learning experience - Site Defined**

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

- **AP**
  - Classes were affected due to Covid19 restrictions. In previous years, students who were wishing to opt out of AP classes were required to have a parent/student/teacher/counselor/AP coordinator meeting
  - Covid19 restrictions coupled with the need to meet student's emotional needs precipitated in needing to make adjustments to our requirements for opting out of AP courses
- **After School Program**
  - The effects of Covid19 restrictions on the after school program (ASP), clubs, arts, and athletics greatly reduced student participation in engagement activities
  - This led to a major differences between the intended and actual implementation to meet the goal
  - Our expenditures on tutors, support of clubs and our AP ambassadors program were utilized fully
  - We did not utilize funds for student field trips or professional learning for teachers as intended; however, we feel this was due largely in part to COVID
- Our VP over activities also made some adjustments in activities and cost of the activities to encourage more student participation
- **CTE**



- Our CTE coordinator and job developer provided more opportunities and entered the data into our engagement tool
- CTE has implemented a guest speaker program that has helped to increase student engagement

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will return to pre-Covid19 requirements for opting out of AP courses in the 2021-2022 school year
- CTE has implemented a guest speaker program that has helped to increase student engagement
- We will continue to work with NIC to help increase enrollment of our SWD
- 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:

- Use of after-school experiences and advisory committee to promote CTE and Linked Learning
- Build more intentional linking of curriculum across all pathway classes to improve vertical articulation
- Increase amount of hands-on learning opportunities

**2** ELAC:

On April 15th, ELAC wanted to continue many of the same supports.

**3** Staff:

- Continue campus visits, job shadowing, dual enrollment, internships, guest speakers, career fair
- Need support for working with interdisciplinary connections in pathways when PLC's and curriculum call for course consistency
- Opportunities for industry certifications not dependent on college enrollment; direct lines to post-secondary job training programs

## Action 1

**Title:** CTE and Linked Learning Enrollment

### Action Details:

Bullard High School currently has 5 CTE pathways: Biomedicine, Business Marketing & Technology, Computer Science, Law & Social Justice (California Law Consortium Pipeline-2+2+3), and Video Production. 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 (SED), SWD, Hispanic, and Asian students are not deemed prepared under College and Career Ready Standards. This is not solely due to CTE pathway completion as this includes, but is not limited to students not meeting A-G requirements, SBAC/AP Test results, and students with a large number of Ds & Fs. Each pathway also has one or more career industry certified teachers (CTE credentialed) who strategically collaborate with core subject matter teachers to design cross curricular project based learning experiences. 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 a typical year, starting 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 underrepresented sub groups (African American, SED, SWD, Asian and Hispanic) are proportional to our enrollment so that ALL students are exposed to rigorous College and Career ready programs. Pathway leads will collaborate with site pivot teams to ensure that appropriate supports are in place for African American, SWD and SED students, including African American Mentors, ethnically diverse guest speakers, SPED case manager push-in/pull out/after school tutorial supports, etc. We have added Digital Photography for the upcoming year to provide more opportunities for students as a capstone course. Bullard will also fund additional materials and supplies to assist students/staff in their pathway classes such as 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 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
- The Bullard Admin will work with the CTE Coordinator to provide feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses

Owner(s):

- Faviola Perez, VP (CTE)
- Ralph Vasquez CTE Coordinator
- SPED Department Chair: Natasha Clemons-Brown
- NIC Group
- CORE Group
- CTE Teachers
- Kris Madden, Job Developer
- Whitney Godfimon, HC

Timeline:

August 2021-June 2022

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

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

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 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

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

## G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Food			Food Services G5A1	1,500.00
G2A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies G5A1	29,880.00

**\$31,380.00**

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		7.32 %	2020-2021	5.32 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		14.39 %	2020-2021	12.39 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (Socioeconomic Disadvantaged)		10.37 %	2020-2021	10.37 %
Suspensions students with 1 or more (Socioeconomic Disadvantaged)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		10.26 %	2020-2021	8.26 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

As of 2020-2021, per Power BI:

- In 2019-2020, 14.2% of our students were considered Chronically Absent
- Currently, 8.6% of our students are chronically absent which shows a decrease in the number of students chronically absent

**Chronic Absenteeism (African American)**

- Our current data shows that the number of African American Students that are chronically absent decreased by 6.3%
- The total percentage of African American Students that were chronically absent for 2020-2021 was 10.10%

**Chronic Absenteeism (Socioeconomic Disadvantaged)**

- Our current data shows that the number of SD Students that are chronically absent decreased by 10.59%

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

**Chronic Absenteeism**

Key Factors

- Utilization of our Advocates through Teaching Fellows has been helpful but likely requires a stronger protocol to complete check-ins and follow ups
- Coordination of communication and information between attendance clerks, counselors and home school liaison
- Other than advocates, we don't have much support in place and we need to identify resources through SSW and/or project access
- The drop in Chronic Absenteeism could be attributed to the ease of logging into a computer rather than physically having to arrive on campus
- Lack of Cultural Responsive Training and Professional Learning Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students
- Lack of PL in the areas of language re: AA and LGBTQIA+

**Chronic Absenteeism (African American)**

- The total percentage of SD that were chronically absent for 2020-2021 was 29.41%

**Chronic Absenteeism (Students with Disabilities)**

- Our current data shows that the number of SWD that are chronically absent decreased by 5.8%
- The total percentage of SWD that were chronically absent for 2020-2021 was 16%

**Suspensions students with 1 or more**

As of 2020-2021, per Power BI:

- In 2019-2020, we had a suspension rate of 12.11 per 100 students
- Currently, the 2020-21 suspension rate is 0 per 100 students

**Suspensions students with 1 or more (African American)**

- In 2019-2020, our AA students had a suspension rate of 24.5 per 100 students
- Currently, for the 2020-21 suspension rate is 0 per 100 students.

**Suspensions students with 1 or more (Socioeconomic Disadvantaged)**

- In 2019-2020, our FY had a suspension rate of 55.56 per 100 students.
- Our Homeless Students had a suspension rate of 23.08 per 100 students
- Currently, for the 2020-21 suspension rate is 0 per 100 students.

**Suspensions students with 1 or more (Students With Disabilities)**

- In 2019-2020, we had a suspension rate of 18.75 per 100 students
- Currently, for the 2020-21 suspension rate is 0 per 100 students

Key Factors:

- Pandemic and online school may have skewed our data
- Access to services is more difficult for students online

**Chronic Absenteeism (Socioeconomic Disadvantaged)**

Key Factors:

- Pandemic and online school may have skewed our data
- Access to services is more difficult for students online
- Small group of students were brought on campus to access the internet and receive limited services

**Chronic Absenteeism (Students with Disabilities)**

Key Factors:

- Pandemic and online school may have skewed our data
- Access to services is more difficult for students online
- Small group of students were brought on campus to access the internet and receive limited services

**Suspensions students with 1 or more**

Key Factors:

- Lack of Cultural Responsive Training and Professional Learning Disproportionate in disciplinary consequences (Suspensions and expulsions)

**Suspensions students with 1 or more (African American)**

Key Factors:

- Pandemic and online school may have skewed our data
- Access to services is more difficult for students online
- Use of A4 to support students

**Suspensions students with 1 or more (Socioeconomic Disadvantaged)**

Key Factors:

- Pandemic and online school may have skewed our data
- Access to services is more difficult for students online
- Small group of students were brought on campus to access the internet and receive limited services

**Suspensions students with 1 or more (Students With Disabilities)**

Key Factors:

- Pandemic and online school may have skewed our data
- Access to services is more difficult for students online
- Small group of students were brought on campus to access the internet and receive limited services
- There are currently extra prep periods in SPED teacher's schedules to help meet with students, but the time is not always utilized

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.



- Need to provide ongoing professional learning for Climate Culture Team in support of school goals in alignment with Safe and Civil rubric
- We hired a teacher on special assignment to provide support in our students support center with conjunction of a VP dedicated to manage SEL and Behavioral support
- We will continue to utilize A4 advocates to support our students who are chronically absent
- We will also add more support for Culturally Responsive Training to create an inclusive and equitable environment for all students
- There was a drop in the suspension rate and the number of chronically absent students as we have been in distance learning

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We continue to stay focused on the action items and goals from our previous year since our data is a bit skewed due to the pandemic and us being in a distance learning format
- We will utilize online resources and tools, such as but not limited to Connected Classroom, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success

**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:

- Support for students who don't have a "Plan B" for attendance. (e.g., bus tokens)
- Continue to message the importance of attendance, provide incentives through Homeroom to promote school culture. More student voice opportunities needed, especially in regards to Culture-Climate issues (Tardy Sweeps, Testing incentives)
- More chances to make up work to promote mastery in classroom (get back on track)
- Unified grading practices across all content areas.
- Need improved daily attendance to support students in passing classes

**2** ELAC:

On April 15th, ELAC wanted to continue many of the same supports.

**3** Staff:

- Pathways: Engagement and Recruiting
- More incorporation of technology in all content areas besides ELA/Math
- Increase/continue efforts to track data in efforts to decrease level 1 and 2 misbehaviors
- Need for intervention for 9th graders, other groups--Tier 2 groups who need motivation to stay on track
- Continue work to ensure that SPED students have an accepting climate at Bullard by monitoring Special Olympics, Unified Sound and Unified Sport involvement
- Greater learning around social-emotional teaching practices for all teachers and classified staff
- Ask students what their needs are and what interests them. Analyze data: BNF data, suspension data consistently (weekly)

**Action 1**

**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, 4AMentor, or Social Emotional Paraprofessional. During the 21-22 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 teachers and United Black Men (UBM) to support behavior modification and mentoring for our African American students. Teachers will increase parent contacts to support African American students. We will also continue to found our Student Support Center 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. In addition, we will be adding an extra Campus Safety Assistant to ensure the safety of our campus.

**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**

**Owner(s):**

**Timeline:**

- 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 KoV, BSU, and UBM with ATLAS portfolio for grades and behavior

- Admin Team
- Counselors
- Social Emotional Team
- Culture and Climate Team
- TSA- Student Support Center

August 2021-June 2022

**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, social media, the Knight Watch, and posted signs throughout campus
- Link Crew and CORE 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
- Athletic Director working with coaches on how multi-sport involvement will improve academics and school behavior
- Campus Culture Director will work with Leadership students to provide non-contingent incentives to support connection to site
- Extra Campus Safety Assistant will provide extra security for students and staff.

**Specify enhanced services for EL students:**

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

- Use of Bilingual Para Professional to support EL students
- 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

## Action 2

**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 2022 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 continue to utilize our Student Support Center 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. VP/Academic Triangulation teams will also work with SEL team and student support center to monitor chronically absent students.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

- **Attendance Reports**
  - 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 ATLAS logs of Counselor and SEL meetings to identify barriers to attendance and provide services
  - ATLAS logs of Vice Principal meetings prior to SARB referrals
- **Coaches/Club Sponsors**
  - Will promote student participation in sports and clubs via personal via personal conversations with students
  - Plan and coordinate enrichment activities and field trips
  - Enter Student Engagement Data for their respective club or sport in atlas
  - Roster and 4 events (club meetings count) will be entered for each club by 10/31 and 8 events by first semester
  - Will promote activities in Music, Art, Drama and athletic involvement opportunities via broadcast, website, school
  - CCD will work with the leadership team to promote activities with ALL groups on campus
- **SEL Team**
  - Meet with students that have chronic absences to determine supports needed
  - Will work in collaboration with VP/Counselor Triangulation teams and HSL to support students and families

Owner(s):

- Triangulation Teams
  - VPs
  - Academic Counselors
- SEL Team
- Attendance Clerks
- Coaches/Club Sponsors
- Home School Liaison - Kenthia Toscano
- Student Support Center TSA- Teri Hilton
- CCD & Leadership Team

Timeline:

August 2021-June 2022

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 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

### Action 3

**Title:** Student Involvement on Campus

[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. 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 (but not limited to) 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. This commitment will also work to provide 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. 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. Bullard will also support student participation in advocacy and awareness events as we strive to build a better community. 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), 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.

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

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

- Monitor recruitment 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
- Translation of school communication regarding VAPA course offerings, athletics, and activities on campus into home languages
- Monitor student participation and attendance data in Goal 2 activities, as evidenced by ID cards scanned at events, and Engagement entries in ATLAS.
- Data from Student Engagement Tool in ATLAS shows participation in each Goal 2 and 3 opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement
- Artifacts in the form of lists and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement
- School Climate Survey from Panorama Education given in the spring, will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students
- Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with administration team
- Linked Learning Pathway and other calendars show opportunities for field trips and other engagement activities
- Calendars and artifacts from Link Crew and Student Leadership show opportunities to engage campus in positive school climate
- Establishing a regional identity through hosting middle/elementary games at the high school
- Summer Bridge will be available to incoming freshmen as a proactive approach in reaching students leading to higher levels of engagement during the comprehensive school year
- Use of School Connect curriculum
- Additional resources to track data of engagement

Owner(s):

- Administration Team
- Counselors
- Campus Culture Director
- Culture and Climate Team
- CORE Team
- Head Coaches
- Athletic Director
- CTE Coordinator

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 busses and other necessities for activities, arts, and athletics
- Use of social media, The Knight Watch, to attract student to activities and a record keeping system that can help assess what activities may need to be added or modified based on popularity

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 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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8300	G1A1, A2, A3; G3A2	104,086.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	Extra Campus Safety Assistant	66,497.00
G3A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1700	G1A1, A2, A3; G3A2	21,318.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance - Outside Vendor	5,500.00
G3A3	Sup & Conc	Instruction	Nc-Equipment			Technology/Furniture	30,000.00
G3A3	Sup & Conc	Instruction	Direct Trans			Transportation	14,500.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Additional Consultants	14,570.00

**\$256,471.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	80 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

- PLC at Work Continuum - Each lead teacher will rate their team in a series of rubrics in the Learning by Doing book by Dufour, DuFour, Eaker, Many, and Mattos
- Proficiency-based Learning (tasks, assessments)
- Common formative and summative assessments (formal and informal)
- Staff Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning
- Training in test preparatory vessels- including, but not limited to: Khan Academy, PSAT online tutorials, SAT and iReady related sites
- School leadership Team and/or department chairs will review school grading practices and make adjustments in alignment to Fresno Unified Board Policy
- Supplemental Contracts and/or sub release time for Professional Learning Community teams
- Professional Learning will utilize the research from "Learning by Doing" to support the development and continuation of high quality Professional Learning Communities
- Professional consultants and presenters available
- Specific skills that develop the ability to engage in close reading, annotate and extract pertinent information, analyze texts, and cite relevant evidence
- Designated ELD skills to break down complex sentence structures and phrases to better comprehend texts
- Teachers will be trained on how to utilize these standards to support access for ELs to the Common Core Literacy standards and build Academic Language
- Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters
- Current Redesignation Criteria and interpretation of criteria data
- District led professional learning tied to Guaranteed Viable Curriculum
- Seminars and conferences specifically designed to support English Learner instruction Training for extended student learning opportunities
- Provide professional learning opportunities for school staff: district, site and additional training

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

**Staff Goal - Site Defined**

1. Implementation of Ethnic Studies Course (funds for guest speakers and teacher preparation)
2. Maintaining support of African American Studies Course through PLC work with other Fresno Unified Campuses (funds for guest speakers and teacher preparation)
3. Maintaining support of Race & Social Justice Course through PLC work with other Fresno Unified Campuses (funds for guest speakers and teacher preparation)
4. Support and training for Dual Immersion Coordinator around student goal setting and staff PL opportunities
5. Support for Mariachi Club/Course
6. Support for new classes such as Music Production, Dance, Digital Photography, etc.
7. Continued alignment of PLC and Department grading policies to maintain equity for all students
8. SPED teachers will attend PLC with the GE content area that they teach

around literacy

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We allocated funds for travel in hopes the pandemic would have ended sooner giving us the opportunity to send various staff members to Solution Tree Professional Learning Institutes.
- Sub release days were still provided so Professional learning teams (PLT) could plan and prepare together
- Supplemental contracts were also supplied for those teams that chose to work outside of the school day
- We also provided Lead teacher stipends for content areas that are not covered through district funds
- Professional Learning took a turn to support students through the distance learning platform and supporting EL students was a discussion in content PLC's.
- Funds were not used for tests such as the NAEP, ELPAC, PSAT, SAT, etc. due to assessments being cancelled due to Covid-19

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will continue to fund travel for this year as we anticipate restrictions to loosen
- The Learning by Doing Book and other publications will be used to further encourage professional learning around the PLC process for the 2021-2022 school year
- We will also continue to fund subs for release days and supplemental contracts so that teachers in their PLT can plan together
- We will continue to fund lead teacher contracts for content areas above the district allotted amount
- Professional Learning around Cultural Proficiency and Cultural Responsive Teaching
- Allocating resources and support for new Ethnic Studies Course (PL support, PLC with other high school teachers, funds for conferences/guest speakers)
- Allocating resources and support for current African American Studies Course (PL support, PLC with other high school teachers, funds for conferences/guest speakers)
- Staff Professional Learning around equity of grading and assessing work through PLC's as identified by WASC team
- Staff professional learning around common planning and backwards mapping by Bullard Instructional Coach
- 80% of our teaching staff will participate in a functional PLC that includes a standardized data collection, note-taking, and CFAs that are collected in one place

**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:

- Better connect tutorial and engagements (eligibility)
- Purchasing around site aligned grading practices materials
- Conferences for staff enrichment around grading, culturally responsive teaching and social emotional support of students

**2** ELAC:

On April 15th, ELAC wanted to continue many of the same supports.

**3** Staff:

- Variety of after-school opportunities
- Continued improvement to site facilities
- Need for more timely feedback/incentives (immediate)
- Use of social media for advertising and celebrating school accomplishments
- Translate flyers and other communications in multiple languages

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**Action 1**

**Title:** Professional Learning Teams

**Action Details:**

During the 2020-2021 school year, our Instructional Learning Community focused on lesson design and development to meet the needs of distance learning. We will re-engage with Learning By Doing by Durfor in August 2021 and work on improving our teams as collaborative and productive groups on campus. Our ILT will work with IABs and continue to work with their groups to standardize grading practices and learning. We will continue to work on Culturally Responsive proficiency by engaging in professional development that focuses on student success. Bullard will continue to utilize all teams on campus such as Department Chairs, ILT, AP team, CORE, CCT, and professional learning communities to increase recruitment and retention of our staff that will reflect the diversity of our 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. 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.

**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**

**Owner(s):**

**Timeline:**

- Establish team norms, and identify essential standards within their content area Participate in Smart Goal Conferences with Department VP
- Develop Common Assignments and Assessments
- Analyze Common Formative Assessment results
- Discuss CFAs, EL Re-Designation Goal Setting Reports and Interim Assessments
- Discuss re-teaching and extension strategies to increase student achievement
- Rate team on each indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning by Doing (3rd Edition) by Rick DuFour, et al
- Complete "Must Haves" created by Instructional Leadership Team
- Identify standard-based "must knows" Create a penciled Calendar Establish Learning targets
- Create SMART Goals for CFAs
- Create and use a data protocol participate in peer observations
- Provide travel arrangements, conference, sub day requests to assist with teacher learning and development
- Order/Purchase items for teachers

- Principal
- VPs
- Lead Teachers
- Instructional Coach
- All Teachers

- Weekly
- Monthly
- Quarterly
- Biannually
- Yearly

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

- **Student Academics:**
  - Differentiated instruction based on results of assignments or assessments
  - Lessons may include use of front loading strategies, re-engagement, re-teaching, or enrichment strategies
  - Aligned curriculum that vertically articulates and assesses progress uniformly
  - PLTs will develop common grading practices to increase equity
- **Student Centered and Real-World Learning:**

- Specific planning to provide opportunities for real world learning either through lessons or hands on experiences
- **Student Engagement:**
  - Lesson design to include more disciplinary literacy and higher level questioning to promote student thinking
  - Coherency surrounding the expectations in regard to Bullard's school wide learning outcomes Culturally consistent classrooms which foster engagement and support student-centered learning student bilingual mentors to push-in to support in content areas (only if room in a student schedule to be a peer mentor)
  - Professional learning opportunities through Solution Tree and other companies will be offered to assist teachers in developing quality lessons, CFAs and RTI models

Specify Professional Development or Staff Services to support EL students:

- Quarterly RFEP monitoring and teacher feedback by PLT create SDAIE PLT team to work with EL support teacher expand Pre-AP mentoring to include EL/RFEP 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
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Specify Professional Development or Staff Services to support low-performing student groups:

- 9th Grade CTE teachers to integrate strategies such as time management, note taking, and/or organization
- CTE teachers will develop literacy based CFAs
- Plus teachers will support low performing students by providing small group instruction students and supporting grade level teams with various needs
- SWD Co-Teachers will attend core content PLT meetings to gain further understanding of literacy skills and align rigor
- Co-teachers will also be given opportunities for PL around literacy standards

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	58,547.00
G4A1	Sup & Conc	Instruction	Travel			Teacher Travel G1A3	30,000.00

**\$88,547.00**

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	80 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

- Bullard works in partnership with our parent and community members and we recognize these members as vital to our system of student support leading to success
  - Parents receive up to date information regarding individual student performance via EduText and ATLAS parent portal, along with site and district information via school messenger, newsletters, teacher websites, and regularly scheduled meetings
  - Many updates are also placed on the official facebook group, Instagram, and twitter accounts
- English Learner Advisory Council quarterly meetings keep English Learner parents up to date on site performance for EL matters and acts as a feedback loop for parent ideas, comments, and concerns
  - Input is solicited for making our system run more efficiently in areas of school to home communication, and supports in place for our English Learners
- African American Advisory Council meets to keep parents up to date on site performance for AA student matters and acts as a feedback loop for parent ideas, comments, and concerns
  - Input is solicited for making our system run more efficiently in areas of school to home communication and supports in place for our AA students
- Individual Parent conferences with counselors and teachers to report on progress, assessment results, resources to support English Learner achievement and make Transportation available
- Grade Level Counselor meetings provide specific information based on graduation, A-G on track and completion, earning credits, additional support, tutoring, and credit recovery
- Parents of re-designated students will be advised of their students' success and given information on continued academic and proficiency growth
- Assessment results for ELAC/ English Assessment are mailed home in parents' primary language

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

**Family Goal - Site Defined**

**Family Goal - Site Defined**

- The result of our Climate Culture Surveys through Panorama addressed parent/guardian's sense of belonging with the following data showing the amount that responded favorably:
  - Spring 2019 84%
  - Spring 2020 81%
  - Spring 2021 85%
- We believe that the decrease in 2020 was due to the pandemic and lack of access to communication
- We have worked to improve that through our use of social media, the school website, school messengers, remind, etc.
- Staff treats me with respect
  - Of the families that did respond in Spring 2021, 92% responded favorably to the school staff treats me with respect, which is a 5% increase from Spring 2020

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.



1. Work with feeder school administrators to create parent presentations for 8<sup>th</sup> grade parents (such as 8<sup>th</sup> Grade Parent Night) regarding clubs, events, and sports at Bullard
2. Presentations for Bullard parents during SSC, ELAC, AA Parent Advisory Council, Parent University, and counselor grade level parent meetings
3. Back to School Knight and Open House provide opportunities for parents to learn about extra-curricular opportunities, connect with coaches and club sponsors, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed
4. Utilizing district initiative PeachJar, EduText, Remind, school website, and social media to reach out to parents for engagements on campus
5. School messenger is used both as a site and by individual teachers to keep parents informed of specific events and upcoming recruiting periods for sports and clubs
6. A weekly messenger is sent to all students and staff on Sunday evenings to inform of all events and important assessments for the week to come
7. Increase of promotional material for performances in our Music, Drama, and Art programs with events such as Dances, Special Events, concerts, and plays
8. Senior Nights to communicate required senior components for graduation and information about senior events
9. Continue to utilize our Student Support Center Teacher on Special Assignment and Home School Liaison to improve communication with parent/guardians

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Reconfiguring contact expectations for Home School Liaison and include Student Support Center TSA with the SEL team to also provide support
- Intense focus with parent outreach
- Additional support through school-wide Remind App
- Increased messaging regarding school programs aligning on the school website and social media'
- Expand the amount of communication between the school and families through teams, social media, email, and school messenger

**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:

- Recognize lack of participation by families in SSC, surveys, etc
- Need for more messaging utilizing different strategies

**2** ELAC:

On April 15th, ELAC wanted to continue many of the same supports.

**3** Staff:

- Training on new Apps to support parent involvement
- School Messenger
- School engagement activities (Back to School Night, Open House, CTE Events, Athletic Events, Drama)

## Action 1

**Title:** Family Engagement

### Action Details:

Bullard High School will take steps to help parent/guardians 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

Monitor parent survey result and reported parent concerns and complaints

Principal:

- Send weekly communication through school messenger and / or parent emails
- Utilize social media platforms to celebrate students and share necessary information with families
- Use other communication platforms such as Thought Exchange, Remind or Talking Points to increase communication with parents and families

Home School Liaison

- Assists with monitoring attendance
- Monitors student progress and contacts parents
- Runs workshops for parent night
- Holds weekly parent meetings to keep them informed
- Use other communication platforms such as Thought Exchange, Remind or Talking Points to increase communication with parents and families

VPs/Counselors/APIC

- Conduct parent meetings
- Conduct parent nights
- Discuss A-G course work, college entrance expectations

CTE/Job Developer

- Conduct various evening events to inform parents of various programs include parents in various student celebrations
- Include parents in various student celebrations

Club Advisors/Athletic Coaches/Band Director and Orchestra Director

- Conduct various evening events to inform parents of various programs include parents in various student celebrations

#### Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
- We will provide learning opportunities for families on the use of email, atlas, Edutext, and Microsoft Teams so parents can better monitor student progress and increase communication with teachers and counselors
- **Student Centered and Real-World Learning:**
- Provide opportunities for families to be involved in student centered Career Fairs and conferences
- **Student Engagement:**

#### Owner(s):

- Administration
- Counselors
- Home School Liaison
- VPs
- CTE
- Job Developer
- Club Advisors
- Athletic Coaches
- VAPA Teachers

#### Timeline:

August 2021 - June 2022

- To increase student engagement, we will continue to communicate to families about various events through school messenger, PeachJar, on our website and our social media platforms
- Parents will receive information regarding student involvement opportunities via School Messenger, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC
- Informational brochures will be available in the main office, all university offices, College and Career Center and library
- We will provide family engagement events that involved students and family (ex: family movie night, and Bullard Showcase)

Specify Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support 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 and target recruitment in demographics that have of low participation
- 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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.) GA1, A2; G3A2	69,489.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics	10,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Plant Maintenance	779.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Classified Overtime - Security	779.00

**\$81,047.00**

## 2021-2022 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	Sup & Conc	Instruction	Bks & Ref			Edgenuity	10,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental - G1A1	14,223.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts - May not use for ELAC or IEPs	35,916.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology	18,645.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Interact Tutors option #4 \$98,686.11 Split funded with 0181 - \$81,000	50,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ovr			Classified Overtime	670.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	62,279.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Technology Repair	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors Supplemental Contracts	1,497.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A1, A2, A3; G3A1	12,015.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies G5A1	1,770.00
G1A3	LCFF: EL	Parent Participation	Cons Svc/Oth			Barney Zapata : Consultant - Barney Zapata	3,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			Food Services G5A1	1,500.00
G2A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies G5A1	29,880.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8300	G1A1, A2, A3; G3A2	104,086.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	Extra Campus Safety Assistant	66,497.00
G3A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1700	G1A1, A2, A3; G3A2	21,318.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance - Outside Vendor	5,500.00
G3A3	Sup & Conc	Instruction	Nc-Equipment			Technology/Furniture	30,000.00
G3A3	Sup & Conc	Instruction	Direct Trans			Transportation	14,500.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Additional Consultants	14,570.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	58,547.00
G4A1	Sup & Conc	Instruction	Travel			Teacher Travel G1A3	30,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.) GA1, A2; G3A2	69,489.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics	10,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Plant Maintenance	779.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Classified Overtime - Security	779.00

\$677,460.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$174,720.00
Sup & Conc	7090	\$433,260.00
LCFF: EL	7091	\$39,600.00
One-Time School	7099	\$29,880.00
<b>Grand Total</b>		<b>\$677,460.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$220,015.00
G2 - Expand student-centered and real-world learning experiences	\$31,380.00
G3 - Increase student engagement in their school and community	\$256,471.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$88,547.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$81,047.00
<b>Grand Total</b>	<b>\$677,460.00</b>