

Bullard High School

10621661030279

Principal's Name: Carlos Castillo

Principal's Signature: *Carlos Castillo*

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Advanced Placement (AP)	4- Course Retention Exam Takers	5939	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s) and take the corresponding AP exam(s), plus 9th grade students enrolled in AP Human Geography, complete the AP course, and take the corresponding AP exam	8/8	59.95 %
<input checked="" type="checkbox"/>	High	Advanced Placement (AP)	2- Appropriate Course Placement	5937	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria and are appropriately placed in AP course(s) in the current year	7/9	76.16 %
<input checked="" type="checkbox"/>	High	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	5/9	53.93 %
<input checked="" type="checkbox"/>	High	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	5/9	40.36 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	EL Redesignation	5- LTEL Graduation and A-G On-Track Status	6175	Number and percentage of 9th-12th grade Long Term English Learner students who were continuously enrolled for 5 years prior to the start of their 9th grade year and are on-track for high school graduation and A-G requirements	8/9	14.29 %
		EL	4- LTEL		Number and percentage of Long Term English Learner students		12.5

<input checked="" type="checkbox"/>	High	Redesignation	Redesignation Rate	4774	redesignated	7/10	%
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3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	College-Going Culture	5- FAFSA Completion Rate	6332	Number and percentage of 12th grade students who are low-income, SIR'd or matriculated to any Institution of Higher Education and submitted the Free Application for Federal Student Aid (FAFSA) by March 2nd as verified by the California Student Aid Commission with GPA verification	9/9	82.45 %
<input checked="" type="checkbox"/>	High	College Enrollment	2- CSU SIR Rate	6289	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the California State University (CSU)	9/9	62.5 %
<input type="checkbox"/>	High	Career Technical Education (CTE)	5- Post-CTE Careers	6359	Number and percentage of CTE graduates who pursued a postsecondary education or advanced training, or military service, or employment	8/9	81.9 %
<input type="checkbox"/>	High	A-G	4- Off-Track to On-Track	6149	Number and percentage of 9th-12th grade students who started the academic year A-G subject borderline or off-track and moved to A-G on-track status in the most recent quarter	8/10	7.35 %
<input checked="" type="checkbox"/>	High	College-Going Culture	3- 4-Year Eligible but CCC only Applicants	6015	Number and percentage of 12th grade students who are eligible to apply to a 4-year university and only applied to a California Community College (CCC)	7/8	5.34 %
<input type="checkbox"/>	High	College-Going Culture	4- Eligible Applicants to Two 4-year IHE Segments	6016	Number and percentage of on-track, 12th grade students with a GPA of 3.0 and above who applied to 2 out of 3 segments of higher education, excludes State Center Community College District	6/9	41.15 %
<input type="checkbox"/>	High	College Enrollment	1- CCC Matriculation Rate	6288	Number and percentage of 12th grade students who are only eligible to apply to a community college, applied to State Center Community College District (SCCCD) and are fully matriculated	6/9	40.54 %
<input type="checkbox"/>	High	A-G	3- On-Track Retention Rate	6023	Number and percentage of 9th-12th grade students who were on-track at the beginning of the academic year, are enrolled in the appropriate A-G courses in the current academic year and remain A-G on-track in the most recent quarter	6/9	77.32 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Suspension	3- Appropriate Behavior Intervention	5951	Number and percentage of 9-12th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio entry or SAP counselor contact	10/10	4.96 %
<input checked="" type="checkbox"/>	High	Chronic Absenteeism	2- Appropriate Attendance Intervention	6330	Number and percentage of 9-12th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	9/10	27.01 %
<input checked="" type="checkbox"/>	High	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	6/10	6.3 %
<input checked="" type="checkbox"/>	High	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	6/10	66.67 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	5/9	4.98 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Due date has passed, no more changes.]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action: Bullard will create an Advanced Placement Accountable Community and provide teachers with time to plan and collaborate. BHS will increase AP study session opportunities for students throughout the 16-17 school year. BHS will provide summer training for AP teachers; offer the AP test at no cost for all AP test takers and provide an AP Parent Night at Open House. Incentives will be offered to increase participation in AP study sessions.</i></p>		
<p><i>SQII Element: Advanced Placement</i></p>		<p><i>SQII Sub-element(s): Course Retention Exam Takers (5939)</i></p>	<p><i>Site Growth Target: 10%</i></p>
<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p><i>Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-17 school year 70% of 10th-12th grade students who meet the AP Eligibility Pool Criteria will be appropriately placed in AP course(s), complete the AP course(s) and take the corresponding AP exam(s), plus 9th grade students enrolled in AP Human Geography will complete the AP course and take the corresponding AP exam.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Monitor AP course pre-registration data for Spring 2016 compared to Fall 2016 course registration data. Ongoing monitoring of enrollment in January of 2017 and test registration totals in March 2017. Monitor student attendance at provided AP study sessions quarterly through the use of student attendance sheets.</i></p>		<p><i>Owner(s) W Godfirnon HC Molly Yates AP Colleen Kuehter, Guidance Armen Torigian VP</i></p>	<p><i>Timeline August 2016-May 2017 April 2017-May 2017 August 2016-May 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Use of social media, school messenger, and Remind to inform parents of important dates and information for AP students. AP Parent Night at Open House to encourage parents to support continued attendance and taking of the AP exam. Creation of monthly newsletter to be placed on school website.</i></p>			
<p><i>Describe related professional learning: College Board summer institute, AP Accountable Community</i></p>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): AP teacher will each offer a minimum of 15 hours of study sessions outside of the school day.</i></p>			
<p><i>Specify additional targeted actions for EL students:</i></p>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Materials & Supplies				For incentives and materials to improve AP scores	7,000
1	1	Sup & Conc	Instruction	Travel & Conferences				Training for new AP teachers and refresher courses for existing AP teachers.	15,000
Total									\$22,000

Domain	<input checked="" type="checkbox"/> I. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p><i>Detail the action: Provide site and regional training around result oriented ACs through the development and analysis of common formative assessment results. Development of common formative assessments aligned to the rigor of CCSS that were identified as trouble standards on the Interim Assessments. There will be an emphasis in adult learning around Challenging Content by teachers and leaders alike through the use of the Instructional Practice Guide. Development of targeted instruction to address individual needs of students. Develop talking points for 11th grade students. Use of Teaching Fellows to tutor individual students in class and have conversations with students who have a D or an F. Teaching Fellows can call home systematically with students who are failing</i></p>		
SQII Element: ELA CAASPP		SQII Sub-element(s): Standard met/exceeded (5926)	Site Growth Target: 10%
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	Vendor (contracted services) Teaching Fellows
<p>Write a SMART Goal to address each data point: By the end of the 2016-17 school year 50% of students will score Standard Met or Standard Exceeded on the ELA SBAC.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p>		<p>Owner(s) V. Salazar VP Admin Team Instr Leadership Team</p>	<p>Timeline August 2016-April 2017 October 2016-March 2017</p>

<p><i>Review of 15-16 ELA SBAC results in the fall of 2016. Review of Interim Assessment results in October 2016 and February 2017. Review trend data from classroom walks using IPG to monitor implementation of Challenging Content. Monitoring of AC protocols around responses to 4 grounding questions and use of common formative assessments.</i></p>	<p><i>Individual AC's</i></p>	<p><i>August 2016-April 2017</i></p>
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*Explain the Targeted Actions for Parent Involvement (required by Title I):
Communication of CAASPP scores to parents during the summer of 2016 and 2017. Provide explanation of results and the impact it has on their students' college academic standing. Use of School Messenger and Remind. Attach district FAQ form regarding CAASPP to school website. Information newsletter is attached to school website.*

*Describe related professional learning:
Professional learning centered on the similarities between Common Formative Assessments and CAASSP style questions. Professional learning on the practices of high functioning PLCs/ACs to impact student achievement. Instructional coach lead quarterly professional learning with researched based teaching strategies to increase the level of rigor in teaching cross curricular literacy. ILT quarterly participation in Instructional rounds at regional schools related to instructional shifts, student ownership, and cultural learning with high expectations (IPG)*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Specify additional targeted actions for EL students: English Learners will be offered extra support through intervention systems in Tier 2.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Teacher, Senior High	0.2000		Sally Downs will be 1.0 total next year. Last year she was .6 general fund and .4 Avid. Next year, she needs to be .8 General Fund and .2 Avid	21,990
2	1	Sup & Conc	Instruction	Teacher- Supplemental Salaries				15,000 for after school tutoring/teacher supplemental for ELA, SPED and History.	14,994
2	1	Sup & Conc	Instruction	Materials & Supplies				supplement the ELA Program	7,000
Total									\$43,984

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates						
Action # 3	<i>Detail the action: Identify borderline LTEL students who are Early Advanced or Advanced on CELDT and provided goal setting conversations for DRP; Provide separate DRP testing location for test administration; monitor test attendance; offer DRP lunchtime prep sessions prior to each test administration. Provide systemic intervention for English Learners through Tier 2 supports.</i>								
<i>SQII Element: EL Re-designation</i>		<i>SQII Sub-element(s): LTEL Re-designation Rate (4774)</i>	<i>Site Growth Target: 7.5%</i>						
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context							
<i>Write a SMART Goal to address each data point: By the end of the 2016-17 school year 20% of Long Term English Learner students will be re-designated.</i>									
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Access EL re-designation report to access individual data in Sept. Access DRP scores after each DRP administration</i>		<i>Owner(s) R Maciel VP V. Salazar VP PLUS Team</i>	<i>Timeline August 2016-March 2016 October 2016 & March 2016 August 2016-October 2016</i>						
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): ELAC meetings; Parent University supported parent meetings for parents of borderline LTEL students. Spanish and Hmong version of news related to ELAC meetings part of website.</i>									
<i>Describe related professional learning: English Learner Services provide PL to targeted staff (PLUS teachers, Reading Intervention) Instructional coach to lead professional learning aligned to California Standards for English Language Development to support all student.</i>									
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): DRP lunchtime prep for borderline LTEL students</i>									
<i>Specify additional targeted actions for EL students:</i>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Teacher-Supplemental Salaries				for supplemental tutoring for ELD students	4,069

3	1	EL	Instruction	Direct-Other (Dr)				Celdt Subs	1,750
3	1	EL	Instruction	Materials & Supplies				materials and supplies for English Learners	1,981
								Total	\$7,800

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
	Action # 4 <i>Detail the action: Identify English Learners students through the counseling department and track the a-g status of the students. Goal-setting chats with teachers to make sure that all teachers know who the English Learners are in their classrooms so they can support them through Tier 1 intervention. Provide students in need with Tier 2 supports who are in need.</i>			
SQII Element: EL Redesignation		SQII Sub-element(s):LTEL graduation and A-G on-track status (6175)	Site Growth Target: 10%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: <i>By the end of the 2016-17 school year 25% of 9th-12th grade Long Term English Learner students who were continuously enrolled for 5 years prior to the start of their 9th grade year will be on-track for high school graduation and meet A-G requirements.</i>				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)			Owner(s) R Maciel VP	Timeline August 2016-March 2017
Explain the Targeted Actions for Parent Involvement (required by Title I):				
Describe related professional learning: English Learner Services provide PL to targeted staff (PLUS teachers, Reading Intervention) Instructional coach to lead professional learning aligned to California Standards for English Language Development to support all student				
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):				
Specify additional targeted actions for EL students:				

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.1000		Malisa will be a 1.0 FTE. She will have .8 out of general fund, .1 out of 7090 and .1 out of 7091 for English Learner support class.	10,578
4	1	EL	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.1000		Malisa will be a 1.0 FTE. She will have .8 out of general fund, .1 out of 7090 and .1 out of 7091 for English Learner support class.	10,578
4	1	Sup & Conc	Instruction	Materials & Supplies				For materials and supplies/incentives for English Learner achievement and on track status	3,000
Total									\$24,156

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<p>Action # 5 <i>Detail the action: Counselors will systematically identify 12th grade students who are eligible to attend 4 yr university and provide opportunities for students to complete the SIR to the CSU system. Targeted information provided by CSU recruiters to eligible 12th grade students. Counselors will provide 12th grade parent nights to inform parents of the application and registration process.</i></p>		
<i>SQII Element: College Enrollment</i>		<i>SQII Sub-element(s): CSU SIR Rate (6289)</i>	<i>Site Growth Target: 75%</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-17 school year 75% of 12th grade students who are eligible to apply to a 4-year university will have submitted a Statement of Intent to Register (SIR) to the California State University system.</i></p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Review of SQII data regarding SIR submission for 15-16 school year in August Review number of eligible students in spring 2017</i></p>	<p><i>Owner(s) W Godfirnon HC 10/12 Counselors Admin Team</i></p>	<p><i>Timeline August 2016-June 2017 August 2016-June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Communication to target audience regarding importance of students completing SIR. Use of Social Media, School Messenger and Remind. Senior page on website related to information 4yr university eligibility requirements.</i></p>		
<p><i>Describe related professional learning: Counselors will receive professional learning from district supports. Counselors, along with admin will develop a system for accomplishing this task.</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Materials & Supplies				For materials, supplies, and incentives	6,500
5	1	Sup & Conc	Instruction	Materials & Supplies				Equipment to supplement the number of students who are enrolling in post secondary schooling.	10,000
5	1	Sup & Conc	Instruction	Materials & Supplies				to promote college matriculation	4,000
								Total	\$20,500

Domain		<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates					
Action # 6		Detail the action: Identify student who are only eligible for Community College. Systematically enroll students by working with State Center Community College members who will support student enrollment. Targeted information provided by SCCCD recruiters to eligible 12 th grade students. Counselors will provide 12 th grade parent nights to inform parents of the application and registration process.							
SQII Element: College Enrollment		SQII Sub-element(s): CCC Matriculation Rate (6288)		Site Growth Target: 20% Vendor (contracted services)					
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context							
Write a SMART Goal to address each data point: By the fall of 2017 60% of 12th grade students who are only eligible to apply to a community college will have completed the application to State Center Community College District (SCCCD) and are fully matriculated.									
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Identify eligible students at start of spring semester compared to number of student from previous school year.			Owner(s) W Godfirnon HC 10/12 Counselors Admin Team	Timeline August 2016-May 2017 August 2016-May 2017					
Explain the Targeted Actions for Parent Involvement (required by Title I): Talking points as part of presentation to parents on Senior Parent night early in Fall and Spring semesters. PowerPoint from Senior Parent night attached to Senior page of website. Use of Remind and School Messenger									
Describe related professional learning: PL for school counselors provided by SCCCD regarding matriculation process.									
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):									
Specify additional targeted actions for EL students:									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Materials & Supplies				For materials, supplies, and incentives	4,500

6	1	Sup & Conc	Instruction	Direct Transportation (Dr)				For student transportation to Universities and higher education institutions.	8,000
								Total	\$12,500

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
	<p>Action # 7 <i>Detail the action: Counselors will systematically identify eligible students for attendance at FAFSA workshops. Utilize Parent University to aid in communication with parents of eligible students to support parent attendance at FAFSA workshops. Offer information nights for senior parents to support completing FAFSA.</i></p>			
<i>SQII Element: College Going Culture</i>		<i>SQII Sub-element(s): FAFSA Completion Rate (6332)</i>	<i>Site Growth Target: 7.5%</i>	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point: By the fall of 2017 90% of 12th grade students who are low-income will have SIR'd or matriculated to any Institution of Higher Education and submitted the Free Application for Federal Student Aid (FAFSA) by March 2nd as verified by the California Student Aid Commission with GPA verification</i></p>				
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Monitor list of eligible students compared to list of students who have completed both FAFSA and SIR</i>		<i>Owner(s) W Godfirnon HC 10/12 Counselors Admin Team</i>	<i>Timeline August 2016-June 2017 November 2016-June 2017</i>	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): Evening workshops for parent portion of FAFSA. Use of school messenger, social media and Remind. Dates and information on Guidance link on school website.</i>				
<i>Describe related professional learning: Any PL available on FAFSA completion systematic approaches.</i>				
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>				
<i>Specify additional targeted actions for EL students:</i>				

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Instruction	Materials & Supplies				Form materials, supplies, and incentives	3,000
Total									\$3,000

Domain	<input type="checkbox"/> Rates	1. Academic – Performance/Growth/Completion/Retention/Graduation	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<p><i>Detail the action: The School Climate and Culture Team will lead staff collaboration to revisit the tiers of misbehavior and behavior expectations across campus. The administration and staff will work collaboratively to identify professional learning for a classroom management system that is consistent in all classrooms (i.e., CHAMPS). Students who are suspended (out of school or in school) will be referred to individual or group counseling provided by existing support staff: School Psychologist, SAP Counselor, Therapist, Counseling Staff, Social Emotional Paraprofessionals. Those students who have been suspended from school during the current school year will engage in monthly behavior chats with the REC teachers.</i></p>					
SQII Element: Suspensions		SQII Sub-element(s): Behavior Growth (5949)		Site Growth Target: 9%	Vendor (contracted services)	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/>	Data <input checked="" type="checkbox"/>	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point: By the end of the 2016-17 school year 75% of TK-12th grade students who had at least 1 suspension incident in the previous semester will not have had a suspension incident in the second semester.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>Weekly suspension reports from Vice Principals to Principal to monitor and analyze trends in suspension behaviors. Monthly suspension data to monitor progress toward goal. Monthly reports from social/emotional support staff to monitor individual and group counseling progress. Monitoring of REC engagements with students. Agendas and Minutes from School Climate and Culture Team Meetings. Discipline data review School</i></p>				<p>Owner(s) Eric Martinez VP Admin Team Counselors School Psych SAP Counselor/Therapist REC Teacher</p>	<p>Timeline August 2016-June 2017 August 2016-June 2017 August 2016-June 2017 August 2016-June 2017</p>	

<i>Climate and Culture Team. Classroom observations to monitor implementation of classroom management strategies</i>		
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): Messaging via weekly School Messenger calls regarding common behavior expectations. Meetings with parents of suspended students to explain individual and group counseling. Vice Principals meet with parents when students are suspended and upon their return from suspension.</i>		
<i>Describe related professional learning: Offer all teachers at the beginning of the 16-17 school year training on classroom management strategies, such as CHAMPS to address common behavior expectations. Utilize resources, such as school psychologist, to offer professional development on building relationships and the social emotional education of students. Training for REC teacher to implement a social/emotional component for rehabilitation.</i>		
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Common behavior expectations across all classrooms and teachers. VP discipline talks to students of each grade level at the start of each quarter. Continuous communication of the Knight Code through posted signs throughout campus. Specify additional targeted actions for EL students:</i>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				For CHAMPS Training	18,679
8	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				For CHAMPS supplemental pay contracts	17,437
8	2	Title 1 Basic	Instruction	Materials & Supplies				For positive behavior supports	4,324
8	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Social emotional learning opportunities / CHAMPS training.	10,000

8	2	Sup & Conc	Instruction	Direct-Food Services (Dr)				For food incentives	3,500
8	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				For materials and supplies	15,000
8	2	Sup & Conc	Instruction	Materials & Supplies				Behavioral Incentives	4,000
								Total	\$72,940

Domain	<input checked="" type="checkbox"/> Rates	1. Academic – Performance/Growth/ Completion/Retention/Graduation	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 9	<i>Detail the action: ELA teachers will work in Accountable Communities to develop select DRP-aligned common assessments, periodically throughout the year, so students gain understanding of how they are expected to demonstrate their reading comprehension abilities on the DRP. Districtwide training in the Common Core State Standards will continue to be provided for core content teachers which will deepen their understanding of literacy expectations and teaching strategies to meet the expectations. In order to provide motivation for best effort, an incentive system will be implemented to reward students for grade level achievement or improvement to a higher level. Communication to parents via School Messenger and to students via their teachers will improve understanding regarding our expectations of best effort on the DRP and the importance of reading comprehension as a tool for student learning across disciplines. Best efforts will be encouraged and celebrated through positive school climate efforts. A block schedule for DRP testing will be implemented to ensure that students have ample time to complete the test and work through any technology issues that may arise.</i>					
	<i>SQII Element: Academic Performance and Growth</i>	<i>SQII Sub-element(s):Assessment and Grade Correlation (3785, 3787)</i>	<i>Site Growth Target: 8%</i>	<i>Vendor (contracted services) Teaching Fellows</i>		
	<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning: <input checked="" type="checkbox"/> Data</i>	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point: By the spring administration of DRP2 in March 2017, the percentage of students scoring at or above the State Standard Reading Level will improve to 50%, and the percentage of students scoring significantly below the State Standard Reading Level will decrease to 25%.</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s) V. Salazar VP Admin Team</i>	<i>Timeline August 2016-March 2017</i>	

<p><i>DRP1 fall results. Classroom Observations to monitor Active reading Strategies being used and Common Core implementation. Review trend data using IPG for Literacy results. Student Writing Samples as common formative assessments for ELA, Science, and Social Science</i></p>	<p><i>Lead Teachers ELA, Sci, Soc Sci</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Weekly School Messenger calls to parents including messages regarding DRP testing. Information page regarding important assessments including DRP on school website.</i></p>	
<p><i>Describe related professional learning: District wide CCSS Cycle training; quarterly site-based teacher and instructional coach led trainings on literacy development strategies across curriculum. Site Based literacy strategies that are directly related to the DRP.</i></p>	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Paper, pencils, and clerical supplies to provide students with supplemental instructional services outside the regular day. Specify additional targeted actions for EL students: Provide targeted instruction for English Learner students to increase their ability to read text. During lunch or after school. Tier 2.</i></p>	

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				For after school tutoring	10,054
9	1	Sup & Conc	Instruction	Materials & Supplies				Incentives and materials to increase DRP scores	7,212
								Total	\$17,266

Domain	<input checked="" type="checkbox"/> I. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 10	<p><i>Detail the action:</i> PLUS teachers will work with ELA, Math, and Science teachers to identify ninth grade students who need extra support during the school day and provide that support via small group instruction developed by the teachers. Although AVID is in its last year, Senior students who have already begun the AVID sequence of courses will continue as the focus of AVID is qualifying for and enrolling in postsecondary education, including frequent grade checks of AVID students to make sure D/F grades are avoided. ELA, Math, Science, Social Science, and World Languages departments will participated in an after school tutorial system to target students needing extra help and support. Tutorial will have teachers who provide the support. Weekly attendance in tutorial will be monitored through the use of sign-in sheets that are turned in each week. Ninth grade students with multiple F grades will be required to attend lunch tutorial (FLASH) until grades improve. Counselors and interns will monitor the lunch tutorials and follow up contact with parents and students who do not attend mandatory tutorial will be made by the Resource Counseling Assistant. Individual goal setting conferences with targeted grade levels teachers around grading policy and strategies to reduce D/F percentage. Use of Teaching Fellows to tutor individual students in class and have conversations with students who have a D or an F. Teaching Fellows can call home systematically with students who are failing Use of instructional rounds for teacher professional learning.</p>		
	<i>SQII Element: Academic Assessments and Course Performance</i>	<i>SQII Sub-element(s): Graduation and Retention Rates (2200)</i>	<i>Site Growth Target: 7%</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017 the overall D/F rate (1 or more) will improve to 40% and the Math D/F rate (1 or more) will improve to 25% and the ELA D/F rate will improve to 15%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Ongoing grade monitoring per grading period; Monitor FLASH tutorial attendance compared to freshmen grade distribution; Review trend data from classroom walks using IPG Monitor AC's use of frequent common formative assessment. Monitoring weekly attendance in tutorial in core subjects and LOTE.</p>		<p><i>Owner(s)</i> Admin Team Counselors ILT PLUS Team</p>	<p><i>Timeline</i> August 2016-June 2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>			

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

Describe related professional learning:

Districtwide and quarterly site-based professional learning will contribute to teacher understanding of the standards and help with the development of assessment to measure student understanding. Accountable Community professional learning where teachers are learning about using formative assessment to inform the teaching before giving students summative grades. Professional learning on grading policy and student motivation.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Materials and supplies related to student tutorial, including student computers and tablets. Paper, pencils, and other materials related to tutorial.

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				For professional learning including, but not limited to ELA, Mathematics, grading policy, IPG viists, Peer visitations, common core instructional planning time etc.	16,451
10	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				For after school tutoring Math, ELA, all subjects	9,880
10	1	Sup & Conc	Instruction	Other Classified-Supplemental				For Avid Tutors	10,017
10	1	Sup & Conc	Instruction	Materials & Supplies				Equipment to supplement academic and socioemotional programs.	19,010

10	1	Sup & Conc	Instruction	Travel & Conferences			Professional learning opportunities for teachers of all disciplines.	20,000	
10	1	Title 1 Basic	Instruction	Sub-agreements for Services		Teaching Fellows	Teaching Fellows to push into Algebra 1 and ELA 1.	51,000	
								Total	\$126,358

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 11	Detail the action: Develop talking points for 11 th grade students; Development of common formative assessments aligned to the rigor of CCSS that were identified as trouble standards on the Interim Assessments. Development of targeted instruction to address individual needs of students. Use of Teaching Fellows to tutor individual students in class and have conversations with students who have a D or an F. Teaching Fellows can call home systematically with students who are failing.		
SQII Element: Math CAASSP		SQII Sub-element(s): Standard met/exceeded (6169)	Site Growth Target: 9% Vendor (contracted services) Teaching Fellows
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of the 2016-17 school year 25% of students will score Standard Met or Standard Exceeded on the Math SBAC.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Review of 15-16 Math SBAC results in the fall of 2016. Review of Interim Assessment results in October 2016 and February 2017. Review trend data from classroom walks using IPG to monitor focus, coherence and rigor as part of Challenging Content. Monitoring of AC protocols around responses to 4 grounding questions and use of common formative assessments. Teacher ongoing review of frequent common formative assessments		Owner(s) E. Martinez VP Admin Team Instr Leadership Team Individual AC's	Timeline August 2016-April 2017 October 2016-March 2016

*Explain the Targeted Actions for Parent Involvement (required by Title I):
 Communication of CAASPP scores to parents during the summer of 2016 and 2017. Provide explanation of results and the impact it has on their students' college academic standing. Use of School Messenger and Remind.*

*Describe related professional learning:
 Professional learning centered on the similarities between Common Formative Assessments and CAASSP style questions. Instructional coach and admin team led professional learning on the practices of high functioning PLCs/ACs to impact student achievement. Instructional coach lead professional learning with researched based teaching strategies to increase the level of rigor, coherence and focus among the math team. Teacher led professional learning around new math text book adoption.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Targeted intervention during instructional time based on frequent common formative assessments/ interim results. Afterschool tutorial for Algebra I through Algebra II*

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
11	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				For after school math tutoring	14,994
11	1	Sup & Conc	Instruction	Materials & Supplies				Academic incentives	7,000
								Total	\$21,994

Domain	<input type="checkbox"/> I. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 12	<p><i>Detail the action: Bullard High School will implement an attendance monitoring management and intervention system for students with attendance rates of less than 90%. All students will receive messages from teachers and staff regarding the importance of attendance and the correlation to grades and overall success. Recorded messages will go to parents of any student absent from class during the day. The Resource Counseling Assistant (Bilingual Spanish) will make personal contact with parents of students who have less than 90% attendance. Referrals to parent university staff for home visits will be made in situations where parents are unresponsive. If attendance does not improve, parents will be scheduled to meet with their student’s counselor in an effort to identify barriers to attendance and provide any services necessary to improve attendance. Bi-monthly attendance meetings with the parents of students who have been truant. Incentives for students who increase their attendance at school. 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.</i></p>		
<i>SQII Element: Chronic Absenteeism</i>	<i>SQII Sub-element(s): Chronic Absenteeism Rate (2726)</i>	<i>Site Growth Target: 3.31%</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point: By June 2017 the percentage of students who have an attendance rate of less than 90% (EIIS red and purple) will decrease from 10.31% to 7 %.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Daily reports of students with less than 90% attendance Daily logs of phone calls to parents and referrals to parent university for home visits. SART team bi-monthly meetings with students and families ATLAS logs of Counselor meetings to identify barriers to attendance and provide services. ATLAS logs of Vice Principal meetings prior to SARB referrals</i></p>		<p><i>Owner(s) Vice Principals Counselors Attendance Clerks Parent Univ Site Rep (SART Team) Resource Counseling Asst</i></p>	<p><i>Timeline August 2016-June 2017</i></p>

Explain the Targeted Actions for Parent Involvement (required by Title I): Make personal contact by phone with parents of students with less than 90% attendance regarding attendance barriers. Make home visits when necessary due to unresponsiveness. Counselors meet with parents to identify barriers to attendance and provide resources. Vice Principals meet with parents to explain the SARB process. Daily phone messages to parents of all students who are absent from class

Describe related professional learning: Utilize resources, such as school psychologist, to offer professional development on building relationships and the social emotional education of students that lead to increase connection to school and greater attendance. Ask our DPI department to help us develop a systematic way of tracking attendance for our students to make sure we keep our chronic numbers very low.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Discussions between students and teachers regarding the importance of attendance.

*Specify additional targeted actions for EL students:
Parent contact will be made in native language.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
12	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.5000		Monitors absences. Split funded between 7090 and 7091	25,437
12	2	EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.5000		Monitors absences. Split funded between 7090 and 7091	25,437
12	2	Sup & Conc	Instruction	Materials & Supplies				for incentives and materials to improve attendance at all levels.	8,000
12	2	Sup & Conc	Instruction	Materials & Supplies				materials, supplies and incentives	7,000
Total									\$65,874

Domain	<input type="checkbox"/> I. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 13	<p><i>Detail the action: Bullard High School will take steps to better serve our parents through more positive communication, more frequent communication, and better personal service. Teachers will be trained on the use of School Messenger as an effective and efficient way to communicate with parents by telephone and keep them informed of classroom assignments, tests, expectations, etc. Clerical staff and administrators will participate in customer service training. School staff will work collaboratively on a commitment to implement a system of communicating positive information to parents about students.</i></p>		
SQII Element: Survey Results		SQII Sub-element(s): Parents (356)	Site Growth Target: 10% Vendor (contracted services) Barney Zapata
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point: By June 2017, 81% of parents will respond ‘Most of the time’ or ‘All of the time’ to “I feel respected and welcomed at my child’s school.”</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Monitor parent complaints School Climate Survey results</i></p>		<p><i>Owner(s) Principal Campus Culture Director Vice Principal Teachers</i></p>	<p><i>Timeline August 2015 - June 2016</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): More frequent communication from staff Better service from staff Positive information from staff School sponsored activities to engage parent involvement.</i></p>			
<p><i>Describe related professional learning: School Messenger training for teachers. Customer service training for clerical and administrative staff</i></p>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>			
<p><i>Specify additional targeted actions for EL students:</i></p>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
13	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting for parent meetings and parent involvement	2,349
13	3	Sup & Conc	Parent Participation	Prof/Consulting Svc & Operating			Other*	parent training to increase the positive perception from parents who may not feel involved.	5,000
13	3	Sup & Conc	Parent Participation	Communications				For parent communication	10,000
13	3	Title 1 Basic	Parent Participation	Materials & Supplies				For parent involvement/training, materials, and supplies	5,000
Total									\$22,349

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 14	<i>Detail the action: Bullard High School will take steps to connect students with staff members through allotted time for teacher/student interaction beyond the academic curriculum. Provide professional learning on non-contingent attention and its value in building relationships with student. Teachers who attend School Climate and Culture training will provide input on campus climate issues and strategies for addressing the issues.</i>		
<i>SQII Element: Survey results</i>		<i>SQII Sub-element(s): Students (397)</i>	
<i>Site Growth Target: 10%</i>		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point: By June 2017, 70% of students will respond ‘Most of the time’ or ‘All of the time’ to “There is a teacher or some other adult who really cares about me.”</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>		<i>Owner(s) Principal,</i>	<i>Timeline August 2016 - June 2017</i>

<i>Monitor recruitment results for clubs through Goal 2 data</i>		<i>School Climate Survey results</i>		<i>Vice Principals, Counselors Campus Culture Director Teachers</i>					
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): Communicate with parents via school messenger and website regarding school activities Conduct grade level parent nights</i>									
<i>Describe related professional learning: Provide release time for teachers to attend Safe and Civil Schools training and plan presentations for all staff. Utilize school psychologist, to offer 2X per year professional development on building relationships and the social emotional education of students. Site based Professional learning for Goal 2 involvement Site based professional learning CHAMPS chapter 7 motivation of students.</i>									
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Specify additional targeted actions for EL students:</i>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
14	3	Sup & Conc	Instruction	Materials & Supplies				for materials to improve student perception of school	5,000
								Total	\$5,000

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Bullard - 0055

ON-SITE ALLOCATION

3010	Title I	\$87,721
7090	LCFF Supplemental & Concentration	\$334,185
7091	LCFF for English Learners	\$43,815
		\$465,721
TOTAL 2016/17 ON-SITE ALLOCATION		\$465,721

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,595
Remaining Title I funds are at the discretion of the School Site Council	\$85,126
Total Title I Allocation	\$87,721

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0055 Bullard High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Mat & Supp			: For incentives and materials to improve AP scores	7,000.00
1	1	Sup & Conc	Instruction	Trvl & Conf			: Training for new AP teachers and refresher courses for existing AP teachers.	15,000.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Sally Downs will be 1.0 total next year. Last year she was .6 general fund and .4 Avid. Next year, she needs to be .8 General Fund and .2 Avid	21,990.00
2	1	Sup & Conc	Instruction	Teacher-Supp			15,000 for after school tutoring/teacher supplemental for ELA, SPED and History.	14,994.00
2	1	Sup & Conc	Instruction	Mat & Supp			supplement the ELA Program	7,000.00
3	1	EL	Instruction	Teacher-Supp			for supplemental tutoring for ELD students	4,069.00
3	1	EL	Instruction	Mat & Supp			materials and supplies for English Learners	1,981.00
3	1	EL	Instruction	Direct-Other			Celdt Subs	1,750.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.100	Malisa will be a 1.0 FTE. She will have .8 out of general fund, .1 out of 7090 and .1 out of 7091 for English Learner support class.	10,578.00
4	1	Sup & Conc	Instruction	Mat & Supp			: For materials and supplies/incentives for English Learner achievement and on track status	3,000.00
4	1	EL	Instruction	Teacher-Regu	Teacher, Senior High	0.100	Malisa will be a 1.0 FTE. She will have .8 out of general fund, .1 out of 7090 and .1 out of 7091 for English Learner support class.	10,578.00
5	1	Sup & Conc	Instruction	Mat & Supp			: Equipment to supplement the number of students who are enrolling in post secondary schooling.	10,000.00
5	1	Sup & Conc	Instruction	Mat & Supp			: to promote college matriculation	4,000.00
5	1	Sup & Conc	Instruction	Mat & Supp			: For materials, supplies, and incentives	6,500.00
6	1	Sup & Conc	Instruction	Mat & Supp			: For materials, supplies, and incentives	4,500.00
6	1	Sup & Conc	Instruction	Direct Trans			: For student transportation to Universities and higher education institutions.	8,000.00
7	1	Sup & Conc	Instruction	Mat & Supp			: Form materials, supplies, and incentives	3,000.00
8	2	Title 1 Basic	Instruction	Mat & Supp			: For positive behavior supports	4,324.00
8	2	Sup & Conc	Instruction	Teacher-Subs			For CHAMPS Training	18,679.00
8	2	Sup & Conc	Instruction	Teacher-Supp			For CHAMPS supplemental pay contracts	17,437.00
8	2	Sup & Conc	Instruction	Mat & Supp			: Behavioral Incentives	4,000.00
8	2	Sup & Conc	Instruction	Direct-Graph			: For materials and supplies	15,000.00
8	2	Sup & Conc	Instruction	Direct-Food			For food incentives	3,500.00
8	2	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Social emotional learning opportunities / CHAMPS training.	10,000.00
9	1	Title 1 Basic	Instruction	Teacher-Supp			For after school tutoring	10,054.00
9	1	Sup & Conc	Instruction	Mat & Supp			: Incentives and materials to increase DRP scores	7,212.00
10	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : Teaching Fellows to push into Algebra 1 and ELA 1.	51,000.00

10	1	Sup & Conc	Instruction	Teacher-Subs			For professional learning including, but not limited to ELA, Mathematics, grading policy, IPG viists, Peer visitations, common core instructional planning time etc.	16,451.00
10	1	Sup & Conc	Instruction	Teacher-Supp			For after school tutoring Math, ELA, all subjects	9,880.00
10	1	Sup & Conc	Instruction	Oth Cls-Supp			For Avid Tutors	10,017.00
10	1	Sup & Conc	Instruction	Mat & Supp			: Equipment to supplement academic and socioemotional programs.	19,010.00
10	1	Sup & Conc	Instruction	Trvl & Conf			: Professional learning opportunities for teachers of all disciplines.	20,000.00
11	1	Title 1 Basic	Instruction	Teacher-Supp			For after school math tutoring	14,994.00
11	1	Sup & Conc	Instruction	Mat & Supp			: Academic incentives	7,000.00
12	2	Sup & Conc	Instruction	Mat & Supp			: for incentives and materials to improve attendance at all levels.	8,000.00
12	2	Sup & Conc	Instruction	Mat & Supp			: materials, supplies and incentives	7,000.00
12	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.500	Monitors absences. Split funded between 7090 and 7091	25,437.00
12	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.500	Monitors absences. Split funded between 7090 and 7091	25,437.00
13	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings and parent involvement	2,349.00
13	3	Title 1 Basic	Parent Participation	Mat & Supp			: For parent involvement/training, materials, and supplies	5,000.00
13	3	Sup & Conc	Parent Participation	Cons Svc/Oth			Other* : parent training to increase the positive perception from parents who may not feel involved.	5,000.00
13	3	Sup & Conc	Parent Participation	Communicatio			For parent communication	10,000.00
14	3	Sup & Conc	Instruction	Mat & Supp			: for materials to improve student perception of school	5,000.00
								\$465,721.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$87,721.00
Sup & Conc	7090	\$334,185.00
EL	7091	\$43,815.00
Grand Total		\$465,721.00

Domain Totals	Budget Totals	
Academic	\$299,558.00	
Culture & Climate	\$27,349.00	
Social/Emotional	\$138,814.00	
Grand Total		\$465,721.00

E.1. Assurances



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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carlos Castillo	X				
2. Chairperson - Mark Topoozian				X	
3. Secretary - Whitney Godfirnon			X		
4. Eric Martinez			X		
5. Kaycee Ward			X		
6. Liz Dodds		X			
7. Kris Madden			X		
8. Rick Clark		X			
9. Steven Fisher		X			
10. Becky Quiring		X			
11. Lisa Woolf				X	
12. Josie Almeida				X	
13. Nikki Nalchajian				X	
14. Mark Topoozian					X
15. Spencer Jarocki					X
16. Brandon Fimbrez					X
17. Hanna Segal					X
18. Wiley Woolf					X
19. Kesli Ashjian					X
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Bullard High School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Carlos Castillo		4/20/16
SSC Chairperson	Mark Topozian		4-20-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws