

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jereann Bowman Continuation High School	19-65136-1934421	April 22, 2019	June 12, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this Plan is to develop goals and implement actions and services to improve student

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school has developed this Plan by aligning the site goals with the LCAP goals established by the District. All actions and services listed in this Plan are in addition to other services provided by the District through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the Director of Special Programs who coordinates, manages, and oversees the implementation of all LCAP and federal programs, ensuring that our school's work supports the District vision and goals, but does not duplicate, contradict, or supersede District initiatives.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys show that 94 percent of students indicated they Agree (71.9%) or Somewhat Agree (21.7%) with the statement “I feel safe at school” and also that they Agree (63.7%) or Somewhat Agree (30%) with the statement “I believe the Bowman staff has high expectations for student achievement. Ninety-one percent of students stated they Agree (74.9%) or Somewhat Agree (20.6%) with the statement, “I have access to counseling supports when needed.” Ninety-four percent of students stated they Agree (78.3%) or Somewhat Agree (16.1%) with the statement “I believe at Bowman staff accepts students of all backgrounds.” Ninety-three percent of students Agree (75.7%) or Somewhat Agree (16.9%) they have “more academic support at Bowman than my previous school.”

When asked about technology, 97 percent of students Agree (76.8%) or Somewhat Agree (20.2%) that Bowman provides students with current technology that supports their research, class projects and assessments. Ninety percent of students said they Agree (59.6%) or Somewhat Agree (30%) that Bowman “offers academically challenging Career Technical Education courses that prepare me for college and/or careers.” When asked about their overall experience at Bowman, ninety-five percent of students said they Agree (70%) or Somewhat Agree (24.7%) with the statement, “Overall, my experience at Bowman High School has been positive.”

Parents were asked questions to determine how they perceived the school environment and culture, if they believed their student(s) needs were being met, if they were satisfied with the methods of communication, and questions related to students being challenged academically as well as prepared for post-secondary options. Ninety-six percent of parents responded Strongly Agree (59.2%) or Agree (36.7%) with the statement, “I believe Bowman offers a safe environment for my student(s).”

Ninety-six percent of parents also stated they Strongly Agree (77.6%) or Agree (36.7%) with the statement, “I believe Bowman is serving the needs of my student(s).” When asked if they believe Bowman administrators and teachers are “responsive to student needs,” 96 percent responded they Strongly Agree(65.3%) or Agree (30.6%). Ninety-six percent stated they Strongly Agree (67.3%) or Agree (28.6%) that “Bowman counselors are readily available.” When asked, “I believe Bowman is preparing my student(s) for technical school, college and/or career options,” 84 percent of parents responded they Strongly Agree (44.9%) or Agree (38.8%). Eighty-eight percent of parents Strongly Agree (57.1%) or Agree (30.6%) that “Bowman teachers set high standards for my student(s)” and stated they “believe the work students receive is engaging and challenging.”

Thirty two staff members completed the 2018 Staff School Climate Survey. With respect to the school’s environment, 97 percent reported they believe Bowman “offers students and staff an environment that promotes a sense of belonging and promise.” Ninety-seven percent of Bowman staff indicated they “Strongly agree” or “Agree” with the statement, “I believe Bowman High School is a campus that is welcoming and conducive to learning.” Ninety-four percent stated they “Strongly Agree” or “Agree” with the statement “I believe Bowman High School staff sets high expectations for students to achieve academic and personal success.” Eighty-one percent of staff “Strongly agree” or “Agree” with the statement, “I believe my voice, opinion, and perspective is heard and valued at Bowman High School,” and with the statement “I believe I am supported and respected by the administration at Bowman.” Seventy-five percent of staff reported they “Strongly agree” or “Agree” with the statement, “ I believe I am part of the decision making process at Bowman.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations by administration are both informal and formal. Administration conducts informal drop-by observations with more frequency than formal evaluations. Informal observations are more frequent, between 5 and 10 per year. Teachers are formally evaluated one time every two years, which included a minimum of two period long observations by an administrator. Classified employees are evaluated every year and observed in their daily routines on a regular basis. The instructional coach also observes and works with teachers, providing feedback to teachers in order to improve instructional practice. The instructional coach assists in conducting lesson studies, where a group of

teachers plan a lesson together, observe each other teach the lesson and collaborate together to improve the instruction of the lesson.

2018-2019 Bowman High School's Goals:

Bowman's School Wide Goals include:

1. Increase ELA District Performance Task scores from Fall 2018 to Spring 2019 by 5% in Evidence and Elaboration.
2. Increase Bowman's Positive Transitions Rate by 1% from 96% to 97%
3. Increase Bowman Math Assessment performance rate for meeting or exceeding the standard from 22% to 26%.
4. One-hundred percent of Bowman staff will be trained in the Capturing Kids' Hearts Training, focusing on how bias, stereotypes, and microaggression affects relationships.

In addition to school wide goals, each department developed their own SMART goals for the 2018-19 school year as follows:

English:

Students enrolled in an English course during Q1 will demonstrate an increase of 5% with a score of 3 or higher on their Performance Task from Quarter 1 to Quarter 3 in the Evidence and Elaboration category, as measured by the SBAC rubric.

Students enrolled in an English course during Q1 will demonstrate an increase of 5% with a score of "Meets or Exceeds" on their Performance Task from Quarter 1 to Quarter 3 in the Organization/Purpose category, as measured by the SBAC rubric.

Students enrolled in an English course during Q1 will demonstrate an increase of 5% with a score of "Meets or Exceeds" on their Performance Task from Quarter 1 to Quarter 3 in the Writing Conventions category, as measured by the SBAC rubric.

Math:

For the 2018-2019 school year, 70% of the Algebra 1 students will pass with 70% mastery or higher on their benchmark at the end of the each Term (Terms 1-7).

Data for Math Pre-test: 168 students took the Bowman Pretest ("Standard Met" is scoring 70% or higher)

65% of the students scored "Below Standard"

13% of the students scored "Nearly at Standard"

11% of the students scored "Standard Met"

11% of the students scored "Exceed Standard"

Using this data, we determined: for the 2018-2019 school year, students scoring below standard will decrease 13% (from 65% to 52%) as measured by the post-test assessment (Spring).

Students scoring "at or exceeding standard" will increase 8% (from 22% to 30%) as measured by the post-test assessment (Spring).

Social Studies:

73% of Social Studies students with an IEP or EL students will earn at least 1 credit per grading period in each Social Studies class they are in.

Government students will decrease NM from 22.78% to 19% between 1st and 3rd grading periods.

Economics students will decrease NM from 28.07% to 25% between 1st and 3rd grading periods.

US History A students will decrease NM from 21.8% to 18% between 1st and 3rd grading periods.

US History B students will decrease NM from 13.89% to 10% between 1st and 3rd grading periods.

Mod Civ A students will decrease NM from 32% to 28% between 1st and 3rd grading periods.

Mod Civ B students will decrease NM from 44.4% to 40% between 1st and 3rd grading periods.

Science:

In Earth Science, Astronomy, and Biology: 75% of students will earn at least 1 credit in term 2-6.

At least 25% of all students will be enrolled in the STEM Lab or NGSS Makerspace.

Electives:

Ninety-five percent of students, with no less than 75 percent attendance, will earn a minimum of one credit each grading period in elective classes (including art, technology, physical education, life management, teen leadership, and culinary arts) for terms 2, 4, and 6.

Credit is earned through successful completion of Project Based Learning assignments that implement and integrate subject specific Common Core curriculum and embedded Hart District Anchor standards of Speaking and Listening, Reading, Writing, and Math.

Counseling:

Ninety percent of 12th grade students will be provided with a post-secondary portfolio with seventy percent applying to a post-secondary option as measured on exit survey.
 Seventy five percent of all parents will receive an in person or phone conference with a counselor at least once a year as measured by Infinite Campus entries

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Assessment	Notes	2017 CAASPP DATA	2018 CAASPP DATA
ELA Meet or Exceed Standards		35%	30%
-5%	Slight Loss		
Math Meet or Exceed Standards		5%	3%
-2%	Slight Loss		
Males - ELA Meet or Exceed Standards		39%	32%
-7%	Slight Loss		
Females - ELA Meet or Exceed Standards		38%	30%
-8%	Slight Loss		
Males - Math Meet or Exceed Standards		6%	3%
-3%	Slight Loss		
Females - Math Meet or Exceed Standards		4%	2%
-2%	Slight Loss		
Significant Subgroup Hispanic - ELA		26%	24%
-2%	Slight Loss		
Significant Subgroup Hispanic - Math		0%	14%
+14%	Significant Positive Gain		
Socioeconomically Disadvantaged - ELA		26%	26%
0	No Gain/No Loss		
Socioeconomically Disadvantaged - Math		1%	1%
0	No Gain/No Loss		
White Population - ELA		45%	48%
+3%	Significant Positive Gain		
White Population - Math		10%	9%
-1%	Slight Loss		

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Bowman has a Professional Development (PD) Team comprised of an Instructional Coach, three teachers, and an administrator. The PD Team meets monthly and helps to plan activities for monthly faculty and departmental meetings. The Instructional Coach also attends district meetings to promote a "trainer of trainer" model for our school. One hundred percent of teachers, counselors and administrators participate in school-wide professional development. For the past seven years, the District has provided intensive professional development workshops for all PD teams. Our PD team has been presenting on common core strategies, technology, growth mindset and classroom management. Our PD team also presents training on the district-wide anchor standards.

As part of Bowman's ongoing book study professional development, this year's faculty is reading "Strategies for Differentiating in the Content Areas " by Beverly Strayer & Troy Strayer. Department Chairs are reading "The Best Class You Never Taught" by Alexis Wiggins; and the Leadership Team is reading "Trust Matters" by Megan Tschannen-Moran. Teachers are assigned chapters to read and report back to their meetings. In this way, reflection and dialogue is encouraged about "best practices." Bowman's focus for the 2018-19 school year has been on "best practices" teaching strategies as well as incorporating district-wide anchor standards throughout all disciplines.

Bowman is in its sixth year of having "late start Fridays", providing teachers with opportunities to collaborate within their departments, same subjects, and cross-curricular subjects. Every month our late start Fridays are dedicated to Department meetings, Curriculum Development, Professional Development, and Interdisciplinary Collaboration. These meetings run on a consistent cycle throughout the year. In 2014-15 we added office hours providing teachers with opportunities to work on developing assessments, collaborations, and completing teacher grades. In 2015-16 we incorporated more Professional Development focusing on Lesson Study and Anchor Standards. In 2016-17 there was a large focus on technology in the classroom. In 2018-19, the focus remains on technology and best practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently all teachers at Bowman are 100% fully credentialed and teaching within their subject matter competency area.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The instructional coach is trained by the district on the focus for the school year. Our site professional development team meets to discuss what our site needs based on student performance (credits and No Marks) and how to implement specific strategies to increase student performance. All site professional development is based on content standards for each subject. Teachers from each subject participate in staff development presentations and trainings. All staff can attend additional conferences either district provided or otherwise. During Late Start Friday meetings, faculty meetings, department meetings, and professional development meetings the subject of each meeting is student centered around student learning of the content standards and improving student performance on both site, district and state assessments / testing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have an instructional coach who has 2 periods available for coaching. She avails herself to teachers during the day to coach, guide, and assist. The instructional coach observes teachers on her own and when asked, she provides individualized professional development and strategies to all teachers on site. The district provides Teachers On Special Assignment (TOSA) for math, English, and science. In addition there are curriculum specialists for both math and science who meet with teachers for regularly scheduled district meetings related to content, curriculum, and pacing. The district ELD Program Specialist meets with our EL teacher, coordinator and AP to review data specific to English Learners to improve student learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided with collaboration time during Late Start Fridays one time per month, some teachers share a common prep period with their subject-alike teachers, and English and math are provided release days each semester to collaborate and score assessments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers' course syllabi are aligned with the standards. The content and curriculum in courses are also aligned with the standards. All 11th grade students are enrolled in math for the entirety of the year, with 10 weeks of an additional parallel support math class. Eleventh grade students are also all enrolled in an English class. Seniors are enrolled in math and English if they have not yet met the graduation requirement. We provide before and after school additional intervention classes for both math and English.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We have the ability to change the master schedule based on student need up to 8 times per year, as we give student grades every 5 weeks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials on site are standards-based and appropriate for the student group they are intended. We utilize technology software and online programs to support and supplement student learning. Summative assessments are given in all core courses, in addition to frequent formative assessments that guide instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All textbooks are State adopted materials, standards-based and aligned as required. All students have equal access to all standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A multitude of resources are provided to support student academic needs. These include, therapeutic, academic and social-emotional supports. Counseling services and a variety of interventions are widely utilized for each student individually as needed.

Evidence-based educational practices to raise student achievement

Being an alternative educational setting provides the benefits of small class sizes, more individualized instruction, rigorous curriculum and continuous professional development opportunities on best practices. These include lesson studies, cross-curricular collaboration, updated technology, software and training, and conferences for professional development for certificated staff.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The resources available at Bowman for parental involvement include:

Action Team Partnership (ATP) meetings with parents, administration, teachers and students to update parents about on-campus activities, programs, goals, review the mission, vision, and share in school successes.
ELAC and DELAC meetings for our EL parents at the site and district level
Back To School Night and Open House
Awards Assemblies 3 times per year where parents are invited to recognize students who have excelled in a variety of areas
Parent Academies - once per month with information provided by counselors, work experience, Sheriffs, and more to assist parents with student and family needs
Parent meetings with counselors and administration
Parent information nights that counselors conduct to assist parents in preparing and students to be successful earning credits and graduate
Working with our social worker
School Site Council
Academic and therapeutic counselors to assist in all student / parent needs
Jersey Mike's provides students with lunches for field trips, our basketball team during the season, and function as a community partner in meetings

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through regular PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After conducting and analyzing our comprehensive needs assessment, it has become apparent that the amount of resources provided to our students through parent donations and family support are significantly less than the amount available at schools with more affluent families. Because a significant amount of students in our school come from low income families and/or have more severe barriers to their education than students attending schools in more affluent areas, our students most often lack some or all of the following: supportive family environments, organization, healthy daily structure & routine, advanced technology at home, private tutoring resources, quiet private places to study, real life travel experiences, exposure to available college information, extra time for many co-curricular activities, wealthy successful adult role models, personal long-term goals, and knowledge of & access to community resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.4%	%		2	
African American	5.0%	4.7%	5.06%	25	22	21
Asian	1.4%	1.3%	0.96%	7	6	4
Filipino	0.8%	1.1%	1.20%	4	5	5
Hispanic/Latino	63.6%	67.0%	67.47%	319	316	280
Pacific Islander	0.4%	0.2%	%	2	1	
White	25.7%	22.7%	23.86%	129	107	99
Multiple/No Response	3.2%	0.6%	%	16	3	
Total Enrollment				502	472	415

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10	1	1	
Grade 11	109	110	96
Grade 12	392	361	319
Total Enrollment	502	472	415

Conclusions based on this data:

1. Bowman's population fluctuates throughout the year as students graduate at various times each quarter in our alternative setting. So depending on the time of year, the student enrollment increases and decreases sometimes rather dramatically.
2. At this consistent point in time, enrollment has decreased over three years by over 80 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	137	125	82	27.3%	26.5%	19.8%
Fluent English Proficient (FEP)	105	112	111	20.9%	23.7%	26.7%
Reclassified Fluent English Proficient (RFEP)			12	0.0%	0.0%	9.6%

Conclusions based on this data:

1. The number of EL students who reclassified to proficient last year increased by 9.6%. This is consistent with state-wide percentages which also increased dramatically due to the first year of using the new ELPAC test.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	123	117	144	118	115	142	118	115	141	95.9	98.3	98.6
All Grades	123	117	144	118	115	142	118	115	141	95.9	98.3	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2562.	2549.	2536.	4	8.70	5.67	35	26.09	25.53	42	39.13	39.01	19	26.09	29.79
All Grades	N/A	N/A	N/A	4	8.70	5.67	35	26.09	25.53	42	39.13	39.01	19	26.09	29.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	17.39	16.31	63	49.57	51.06	30	33.04	32.62
All Grades	8	17.39	16.31	63	49.57	51.06	30	33.04	32.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	13.91	3.55	66	50.43	55.32	14	35.65	41.13
All Grades	20	13.91	3.55	66	50.43	55.32	14	35.65	41.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	13.04	14.18	71	69.57	61.70	21	17.39	24.11
All Grades	8	13.04	14.18	71	69.57	61.70	21	17.39	24.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	13.04	14.18	69	57.39	56.03	15	29.57	29.79
All Grades	16	13.04	14.18	69	57.39	56.03	15	29.57	29.79

Conclusions based on this data:

1. In general, we need to work with our students on moving our students from standard nearly met, to standard met.
2. With 38% below the standard in listening (effective communication skills), we need a school wide focus to address this need. We currently are working on the anchor standard of listening and speaking school-wide.
3. We should place a focus on reading and research / inquiry. We have many students at or near the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	124	117	143	118	114	140	118	114	140	95.2	97.4	97.9
All Grades	124	117	143	118	114	140	118	114	140	95.2	97.4	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2501.	2474.	2466.	0	0.00	0.00	5	5.26	2.86	25	16.67	18.57	69	78.07	78.57
All Grades	N/A	N/A	N/A	0	0.00	0.00	5	5.26	2.86	25	16.67	18.57	69	78.07	78.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	1.43	19	12.28	11.43	81	85.96	87.14
All Grades	0	1.75	1.43	19	12.28	11.43	81	85.96	87.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	1.75	0.71	47	33.33	33.57	49	64.91	65.71
All Grades	4	1.75	0.71	47	33.33	33.57	49	64.91	65.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	1.75	0.71	53	38.60	40.00	46	59.65	59.29
All Grades	2	1.75	0.71	53	38.60	40.00	46	59.65	59.29

Conclusions based on this data:

1. Bowman needs to find resources that can support better test scores in math providing students with a strong foundation in mathematics.
2. Bowman needs better supports to increase scores in listening and research / inquiry.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 11	1584.2	1577.8	1590.2	20
Grade 12	*	*	*	*
All Grades				28

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*	11	55.00	*	*			20
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	11	39.29	14	50.00	*	*	*	*	28

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	15	75.00	*	*					20
Grade 12	*	*	*	*	*	*			*
All Grades	20	71.43	*	*	*	*			28

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*	*	*	*	*			20
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	12	42.86	*	*	28

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*	12	60.00			20
Grade 12	*	*	*	*	*	*	*
All Grades	12	42.86	15	53.57	*	*	28

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	18	90.00	*	*			20
Grade 12	*	*	*	*			*
All Grades	23	82.14	*	*			28

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*	14	70.00	*	*	20
Grade 12			*	*	*	*	*
All Grades	*	*	18	64.29	*	*	28

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*	13	65.00			20
Grade 12	*	*	*	*			*
All Grades	11	39.29	17	60.71			28

Conclusions based on this data:

1. All English Learners at Bowman scored in the level 3 or 4 in both the overall language and listening ranges.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	58.6%	19.8%	1.0%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	19.8%
Foster Youth	4	1.0%
Homeless	13	3.1%
Socioeconomically Disadvantaged	243	58.6%
Students with Disabilities	74	17.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	5.1%
Asian	4	1.0%
Filipino	5	1.2%
Hispanic	280	67.5%
Two or More Races	6	1.4%
White	99	23.9%







Conclusions based on this data:

1. Bowman has a consistently high socioeconomically disadvantaged student percentage with over 50% annually.
2. Bowman's number of English Learners and Students with Disabilities is significant enough to require intentional program support for both groups of students.
3. Bowman's students are overwhelmingly represented by Hispanic students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Red		
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Bowman students earned a blue indicator on the dashboard for graduation rate (the highest level), and green for suspension (2nd highest). School-wide efforts focused on these two areas are proving to be effective.
2. Bowman students scored red on the dashboard in English and Math academic performance, as well as college & career readiness. These will be the priority focus areas for next year.
3. Bowman students enroll in this alternative high school because they are severely lacking in credits, and are at-risk for not graduating and/or dropping out. It is extremely challenging to repair the deficiencies they come in with after 10 or 11 years of academic struggling. The school-wide focus next year will be on improving students' performance in English, math, and college & career readiness.

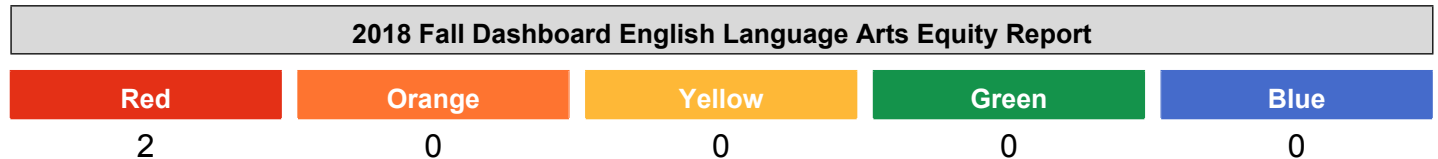
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 54.2 points below standard Declined -12.4 points 78 students	 No Performance Color 65.1 points below standard Increased 29.5 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Red 62.1 points below standard Declined -12.4 points 46 students	 No Performance Color 101.1 points below standard Maintained -2.5 points 14 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Red 60.3 points below standard Maintained -2.9 points 55 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 30 points below standard Maintained 2.7 points 21 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 6 students	Reclassified English Learners 43.4 points below standard Increased 41 points 17 students	English Only 60 points below standard Declined -32.5 points 42 students
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Conclusions based on this data:

1. Bowman students overall scored red on the dashboard for academic performance in English. Students with Disabilities and Hispanic students also scored red, significantly below standard, and declining from last year.
2. There are not enough students in the remaining subgroups to receive individual scores (less than 100 in each). Therefore, all actions and services provided to improve this status will be implemented school-wide.
3. Bowman students enroll in this alternative high school because they are severely lacking in credits, and are at risk for not graduating and/or dropping out. It is extremely challenging to repair the deficiencies they come in with after 10 or 11 years of academic struggling in the short two, three, or four semesters they are with us. The focus next year will be on intentionally improving English skills and proficiency.

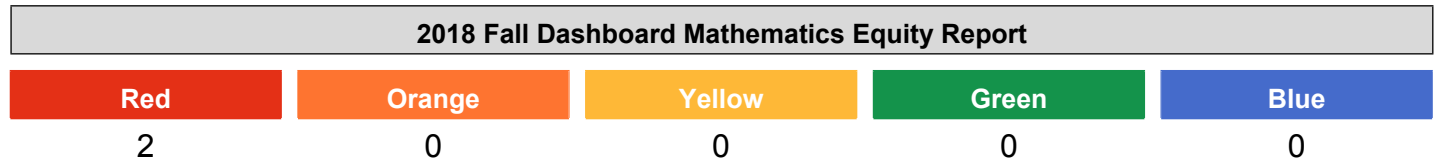
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 173.7 points below standard Declined -9.7 points 77 students	English Learners  No Performance Color 188.1 points below standard Declined -9.1 points 23 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  Red 169.2 points below standard Maintained 1.7 points 46 students	Students with Disabilities  No Performance Color 228.6 points below standard Declined -43.5 points 14 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 180.4 points below standard Declined -14.4 points 54 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 160.4 points below standard Maintained -0.2 points 21 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	169.9 points below standard Declined -5.4 points 17 students	180.7 points below standard Declined -22.6 points 42 students

Conclusions based on this data:

- Bowman students overall scored red on the dashboard for academic performance in Mathematics. Students with Disabilities and Hispanic students also scored red, significantly below standard, and declining from last year.
- There are not enough students in the remaining subgroups to receive individual scores (less than 100 in each). Therefore, all actions and services provided to improve this status will be implemented school-wide.
- Bowman students enroll in this alternative high school because they are severely lacking in credits, and are at-risk for not graduating and/or dropping out. It is extremely challenging to repair the deficiencies they come in with after 10 or 11 years of academic struggling in the short two, three, or four semesters they are with us. The focus next year will be on intentionally improving Math skills and proficiency.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
28	39.3%	50%	7.1%	3.6%

Conclusions based on this data:

1. 89.3% of English Learners received scores of level 3 or 4 on the ELPAC.
2. Staff will continue to implement intentional strategies for teaching English Learners to ensure that all ELs continue to make progress towards English proficiency.

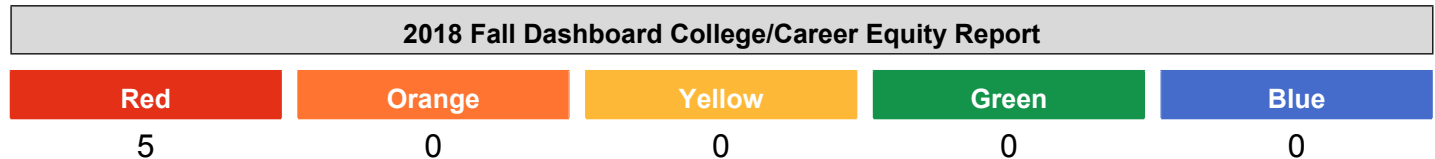
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 2.6% prepared Declined -2% 233 students	English Learners  Red 0% prepared Maintained 0% 38 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 0% prepared Declined -9.1% 17 students	Socioeconomically Disadvantaged  Red 2.7% prepared Maintained 0% 149 students	Students with Disabilities  Red 2% prepared Maintained -0.3% 49 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% prepared 16 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 2% prepared Maintained -0.5% 150 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Red 3.7% prepared Declined -4.9% 54 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	4.6 Prepared	2.6 Prepared
Approaching Prepared	20.4 Approaching Prepared	16.3 Approaching Prepared
Not Prepared	75 Not Prepared	81.1 Not Prepared

Conclusions based on this data:

- Bowman students received a red indicator on the dashboard for college / career readiness.
- Bowman will continue to add CTE courses and pathway opportunities for students to achieve career skills, complete pathways, and earn certifications.
- Bowman will continue to ensure all students have access to A-G course requirements to make college opportunities available to them after graduation.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

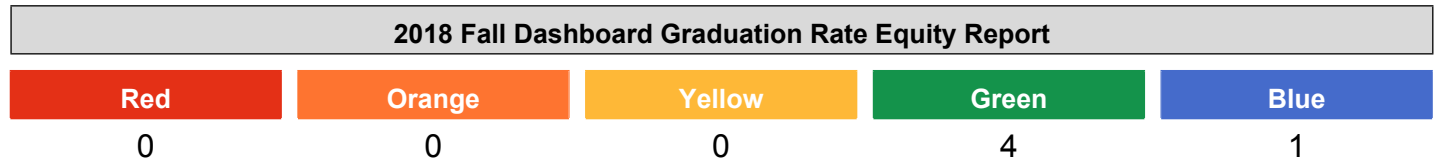
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 81.5% graduated Increased +16.7% 233 students	English Learners  Green 78.9% graduated Increased +21.6% 38 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 64.7% graduated Declined -8% 17 students	Socioeconomically Disadvantaged  Green 80.5% graduated Increased +22.2% 149 students	Students with Disabilities  Green 77.6% graduated Increased +7.8% 49 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100% graduated 16 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 80.7% graduated Increased +17% 150 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Green 81.5% graduated Increased +14.3% 54 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
64.8% graduated	81.5% graduated

Conclusions based on this data:

- Bowman students scored blue overall in graduation rate which is the highest possible dashboard indicator.
- All significant subgroups scored either blue or green in graduation rate.

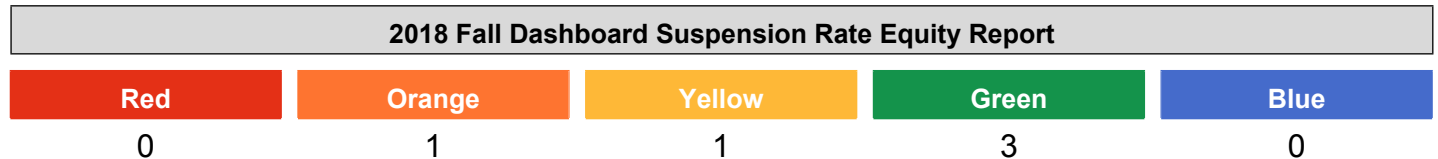
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.5% suspended at least once Declined -2.1% 556 students	English Learners  Green 1.9% suspended at least once Declined -3.2% 105 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 6 students
Homeless  No Performance Color 4% suspended at least once Declined -16% 25 students	Socioeconomically Disadvantaged  Green 3.9% suspended at least once Declined -3.2% 330 students	Students with Disabilities  Yellow 6.7% suspended at least once Declined -6.1% 90 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.9% suspended at least once Declined -0.5% 29 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3% suspended at least once Declined -3.7% 366 students	 No Performance Color 7.7% suspended at least once Increased 7.7% 13 students	 No Performance Color 0 Students	 Orange 7.6% suspended at least once Increased 1.1% 131 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	6.6% suspended at least once	4.5% suspended at least once

Conclusions based on this data:

1. Bowman students overall scored green on the dashboard for suspension rate (2nd highest level) with a decline in the percentage of students suspended at least once by -2.1%.
2. Students with Disabilities scored yellow, even though the percentage of students suspended at least once declined by -6.1%.
3. White students scored orange, with only a slight increase of 1.1% of students suspended at least once.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

Increased ELA Academic Achievement by 5%. Increase Math proficiency scores by 6%.

Identified Need

Needs were identified through CAASPP testing scores, district benchmarks, Performance task scores ELPAC scores, Bowman's math assessment, and Bowman's SMART Goals. All data is provided in the Comprehensive Needs Assessments and Components section.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data and SMART Goals Data	CAASPP ELA Scores = 31.76% Met or Exceeded Standards CAASPP Math Scores = 2.86% Met or Exceeded Standards	Increase ELA Academic Achievement by 5% and Math proficiency scores by 6% from 2018 to 2019.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.1 Provide technology software to give additional access so all students can be proficient with technology in today's world. (Fall Semester)

Evidence shows that students that have additional educational resources and access to curriculum improve their abilities and show higher levels of proficiency on assessments.

In the article "Technology Can Close Achievement Gaps and Improve Learning Outcomes", (<https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>), the authors from the communications staff at the Alliance for Excellent Education identify three important components to successfully using technology with at-risk students. Interactive learning, use of technology to explore and create, and the right blend of teachers and

technology. Teachers in high-poverty schools were more than twice as likely to say that their students' lack of access to technology was a challenge in their classrooms. Only 3 percent of teachers in high-poverty schools said that their students have the digital tools necessary to complete homework assignments. When given access to appropriate technology used in thoughtful ways, all students can make substantial gains in learning and technological readiness. Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compounded by the lack of access to technology in these students' homes.

In the article "Student Engagement and Achievement in Language Arts", (<https://www.iste.org/explore/articleDetail?articleid=505>), authors Lawrence Baines and Robert Romano share that in 2007, Gretchen Mann-Erickson and Judith Martinez outlined a number of ways to better engage students, all based on the "3 As": Attendance, Attachment and Achievement.

Strategies include:

- Activities and special events for students, families, and communities
- Best educational practices based on evidence and research
- Incentives
- Instructional and/or curricular innovations
- Professional development for educators and program providers
- School policies that enhance engagement
- School-wide programs

Bowman at-risk students can benefit from these programs to engage them in learning and make them feel more connected to school, therefore, raising academic achievement scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.2 Send 10 teachers to the California Continuation Education Association (CCEA) Conference (April/May 2020)

Alternative schools are a small community, and this professional organization provides professional development specifically for continuation schools (best practices).

Evidence shows that appropriate PD practices for special populations increases attendance rates and improves academic achievement. In the article "Raising Student Achievement Through Professional Development",

(<https://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf>), the Generation Ready authors share that "The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century."

*Counselors will be gone for 3 days, and therefore food will need to be included. The allowance for food costs is not included in conference registration costs. Food costs will fall within or below the per diem district guidelines. Teachers will need to drive to the conference, and the costs for mileage are not included in the registration. Mileage costs will fall within district allowances.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.3 Purchase high speed desktop document scanners to provide students with the ability to scan their documents into electronic files. (Summer or Fall Semester)

Performance Task Data Fall 2018 - Spring 2019 states that our students benefited greatly from the immediate feedback of having their essays graded within two days of finishing the performance task. High Speed document scanners allow students to instantly submit any written document while continuing to hold the original of their work. Student documents will be scanned and saved in repository files which can be easily accessed by their teachers. Teachers can get an instant understanding of a student's currently progress without the student needing to login to a computer and submit an assignment. The instant PDF that is created by the scanner can easily be uploaded to grading apps and note-taking apps that the teacher can use to annotate from wherever they are. They typical lengthy window between students completing an assignment and teachers grading the assignment can be close digitally by allowing a scanner to act as the instantaneous bridge between what is tangible and what is digital. Students will be able to retain more information, be better invested in their work and be able to complete tasks and assignments faster if this loop is closed.

In the article "Technology Can Close Achievement Gaps and Improve Learning Outcomes", (<https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>), the authors from the communications staff at the Alliance for Excellent Education identify three important components to successfully using technology with at-risk students. Interactive learning, use of technology to explore and create, and the right blend of teachers and technology. Teachers in high-poverty schools were more than twice as likely to say that their students' lack of access to technology was a challenge in their classrooms. Only 3 percent of teachers in high-poverty schools said that their students have the digital tools necessary to complete homework assignments. When given access to appropriate technology used in

thoughtful ways, all students can make substantial gains in learning and technological readiness. Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compounded by the lack of access to technology in these students' homes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.4 California Teachers of English (CTE) Conference of LA - 1-day conference (November 20-22, 2019)

This training will support student achievement in English Language Arts and literacy by providing the teachers who attend with strong pedagogical strategies, best practices, and the latest research in the field of teaching English. With increased efficacy in teaching, students will directly benefit by increasing their reading and writing skills.

During the 2018-2019 school year, 22% of Bowman school population tested proficient or above in the Organization and Purpose section of the district ELA Performance Task. In turn, 13% scored proficient in Evidence and Elaboration.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.5 National Science Teachers Association (NSTA) Conference - 2 teachers, 2-day conference

NSTA conferences offer the latest in science content, teaching strategy, and research to enhance and expand professional growth. This is a unique opportunity to collaborate with science education leaders and peers. The training received at the NSTA conference will support student achievement by new and updated teaching practices that will be used within our classrooms.

Ongoing professional development is essential to improving teaching practices. It is not only encouraged but necessary for the changing science curriculum.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.6 Math Collaboration Days

Provide collaboration time with math teachers to help student achievement and test scores. Collaboration time will help staff work on lesson planning, share intervention plans, and department goals to help student achievement.

In 2018, only 2.86% of students passed the math CAASPP test. Bowman is a continuation school. Many of our students have failed math multiple times at their previous schools. Therefore, we need ongoing collaboration time among math teachers to evaluate student data, work on new intervention plans, and implement strategies and goals needed to help student achievement.

In the article <https://blogcea.org/2011/09/30/collaboration-raises-achievement/>, the following is indicated: Research suggests that collaboration with colleagues around student instruction is an essential part of every teacher's job and results in rising student achievement. "When teachers work together with their colleagues to look at student learning data, use it to determine student learning needs, and then determine their own learning needs based on what students need, they design programs that really help improve instruction. That's social capital at its finest."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.7 English Resources to Support the Curriculum (Summer or Fall Semester)

Purchase a series of supplemental novels to support the English curriculum. During the 2018-2019 school year, 22% of the Bowman school population tested proficient or above in the Organization and Purpose section of the district ELA Performance Task. In turn, 13% scored proficient in Evidence and Elaboration. Students need more support with extended reading and writing prompts. This support needs to come in the form of culturally relevant and timely texts. Reading high-interest, timely, and relatable novels will increase student engagement from EL students.

In the article http://everythingesl-everythingesl.blogspot.com/2010_11_01_archive.html, the authors share 7 teaching strategies for mainstream teachers to use to assist with student achievement in English.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.8 Math Resources to Support the Curriculum (Summer or Fall Semester)

Many of our students are socioeconomically disadvantaged and do not have appropriate school supplies.

Purchase 40 compasses for Geometry. Having compasses allows geometry students to construct their learning, provides engagement and deeper math understanding, fulfills the geometry standards CCSS G-CO.12, and G-CO.13, and teaches students precision and the importance of using proper tools.

Purchase 40 Mechanical Pencils for Math classes. Students often do not come prepared to math classes and need pencils to take notes, complete work, solve math problems, and take assessments. Students often use pens to solve math problems. Unfortunately, students are not able to erase mistakes done with pen; therefore, leaving their work messy and unorganized.

Mechanical pencils will help support student achievement by having students work math problems with pencils to easily correct student work.

Purchase Dry Erase Tables. Whiteboard tables allow for group collaboration in math classes. Research has shown students learn best when they work together. Working together increases social skills. Research has shown that when students teach others, they have 90% higher retention rate.

Additional resources as necessary. In the article http://www.ibe.unesco.org/fileadmin/user_upload/archive/Publications/educationalpracticesseriespdf/prac04e.pdf, they share that Teachers must ensure that students are given the opportunity to learn important content and skills. If students are to compete effectively in a global, technologically oriented society, they must be taught the mathematical skills needed to do so. Thus, if problem solving is essential, explicit attention must be given to it on a regular and sustained basis. If we expect students to develop number sense, it is important to attend to mental computation and estimation as part of the curriculum. If proportional reasoning and deductive reasoning are important, attention must be given to them in the curriculum implemented in the classroom. It is important to note that opportunity to learn is related to equity issues. Some educational practices differentially affect particular groups of students' opportunity to learn.

Strategy/Activity

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.9 English Language (EL) Supplemental Supplies (Summer or Fall Semester)
Additional Supplemental Materials & Supplies - (\$2,500) - Priority Level 2 to be funded upon receipt of additional funds

Additional supplies are needed to support our EL population with a tangible academic experience to increase student achievement.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education

on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.10 Student Standing Desks (Summer or Fall Semester)

Standing desks will allow our kinesthetic learners and exceptional learners with ADHD and ADD to be able to focus more in class. Standing desks have been proven to help promote healthier metabolisms, as well as increase oxygen and nutrient transport throughout the body and brain, which translates into greater student engagement.

Bowman's Climate Survey Data from 2018-2019 stated that a high percentage of students needed help focusing in the classroom. Our student population performs better if given the opportunity and means to stay mobile while staying on task.

In the article <http://neatoday.org/2014/11/05/standing-desks-are-helping-students-think-on-their-feet/>, they share that according to new research and a handful of NEA members who have alternative desks in their classrooms, educators who enable students to burn energy from their seats can reduce discipline problems and increase learning. "Classroom management is a lot easier", said Jennifer Emmolo and Jaclyn Ginex, two West Caldwell, New Jersey, teachers who for the past two years have rotated their third graders through a small number of grant-funded AlphaBetter standing desks. "We're not dealing with the nitpicky stuff—kids not being where they're supposed to be, kids talking when they're not supposed to. It's a much calmer environment," said Emmolo.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.11 Purchase three Mathbits Subscriptions (Summer or Fall Semester)

Math resources have been proven to help students succeed on assessments as it reinforces curriculum and standards using different modalities.

In the article "Research on the Benefits of Manipulatives", (https://www.hand2mind.com/pdf/learning_place/research_math_manips.pdf), the authors share that "over the past four decades, studies done at all different grade levels and in several different countries indicate that mathematics achievement increases when manipulatives are put to good use." (Canny, 1984; Clements and Battista, 1990; Clements, 1999; Dienes, 1960; Driscoll, 1981; Fennema, 1972, 1973; Skemp, 1987; Sugiyama, 1987; Suydam, 1984). Additional research shows that use of manipulatives over the long-term provides more benefits than short-term use does (Sowell, 1989).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.12 Canon EOS Rebel T6 Cameras (Summer or Fall Semester)

10 quality SLR cameras will serve between 40 and 50 students through classes taken during the school year. The cameras will also serve the entire school community by allowing for documentation and sharing of events.

A set of quality cameras will support student achievement as they are vital to the journalism and yearbook programs, both to develop media awareness and communication skills (especially analysis and writing) as well as computer and design skills. High quality cameras will allow students to create text, image and video stories to be published and distributed as print and digital products. The student yearbook and newsletter also serve to build school community and link the school with families and other members of Bowman's larger community.

In the article "Digital technologies are having a positive impact on student achievement" (https://2020.org.nz/wp-content/uploads/2014/05/digital-technologies-in-schools-2017_report.pdf), eight in ten principals report that digital technologies are having a positive impact on student achievement, according to the latest research results from Digital Technologies in Schools survey, prepared by Research New Zealand for the 20/20 Trust.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.13 Kaplan SAT Prep Books (Summer or Fall Semester)

A single term of test prep class would increase Bowman's state scores and the scores students keep on their permanent record. A test prep course would increase the likelihood of higher SAT/ACT scores, allowing students to get into a college of their choice. Kaplan reports that 9 out of 10 students using Kaplan SAT prep programs get into their top college choices.

In 2018, only 3% of Bowman students passed the math CAASPP test. SAT scores have gotten more rigorous over the years. In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.14 Scholastic Math Magazine Subscription (Fall Semester)

Annual subscription - 10 issues per year

These magazines provide real-life examples of how math is used outside the classroom. They are standards-based, differentiated and provide additional access to online media. In 2018, only 3% of Bowman students passed the math CAASPP.

In the article

http://www.ibe.unesco.org/fileadmin/user_upload/archive/Publications/educationalpracticesseriespdf/prac04e.pdf, they share that teachers must ensure that students are given the opportunity to learn important content and skills. If students are to compete effectively in a global, technologically oriented society, they must be taught the mathematical skills needed to do so. Thus, if problem solving is essential, explicit attention must be given to it on a regular and sustained basis. If we expect students to develop number sense, it is important to attend to mental computation and estimation as part of the curriculum. If proportional reasoning and deductive reasoning are important, attention must be given to them in the curriculum implemented in the classroom. It is important to note that opportunity to learn is related to equity issues. Some educational practices differentially affect particular groups of students' opportunity to learn.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.15 California Science Center Field Trip

This field trip will give students a hands-on interactive experience with the science standards we will address during the year. The field trip will also increase student engagement in science in the classroom.

Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.

In the article "Research: School Field Trips Give Significant Benefits"

(<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.16 - Dodger Stadium Math Field Trip - (Priority Level 2 to be funded upon receipt of additional funds)

This field trip will support many math concepts that will be covered in our math class such as sequences, linear equations and geometry.

In the article "Research: School Field Trips Give Significant Benefits"

(<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said.

"This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.17 - National Conference of Teachers (Priority Level 2 to be funded upon receipt of additional funds) (November 21-24, 2019)

Four Bowman teachers will attend the National Conference of Teachers. This training will support student achievement in English Language Arts and literacy by providing the teachers who attend with strong pedagogical strategies, best practices, and the latest research in the field of teaching English. With increased efficacy in teaching, students will directly benefit by increasing their reading and writing skills.

In examining the Performance Task Data for Fall 2018, during the 2018-2019 school year, 22% of the Bowman school population tested proficient or above in the Organization and Purpose section of the district ELA Performance Task. In turn, 13% scored proficient in Evidence and Elaboration.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by Goal 1 strategies since 100% of Bowman students are at-risk.

Strategy/Activity

1.18 California Mathematics Council Conference

Send one math teacher to the CMC Conference. Increasing students' math performance is a critical need for Bowman. By improving instructional strategies, classroom presence, and engagement skills, students will be more invested to think critically and apply their math learning to solving problems and real world application. In 2018, only 3% of Bowman students met the standard in math CAASPP testing. Attending this conference will allow math teachers to gain critical skills for helping improve student assessment scores.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 3 - Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career pathways and CTE courses.

Goal 2

Successful Transition / SAVE Rate. Increase EL and Poverty Save Rate by 3%. Increase graduation rate by 2%. Increase participation of students involved in CTE courses.

Identified Need

Needs were identified through CAASPP testing scores, district benchmarks, Performance task scores ELPAC scores, Bowman's math assessment, surveys and Bowman's SMART Goals. All data is provided in the Comprehensive Needs Assessments and Components section.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate based on CALPADS Data.	Not yet available.	Increased rates based on the Successful Transitions Calculations.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.1 CSUN Field Trip
Bowman students are likely to attend a four-year university in greater numbers with more direct exposure to the college campus. Bowman student will also learn how to access CSUN support services and coordinating programs. Connecting students to CSUN will increase the likelihood of graduation for students traditionally at risk of not graduating and improve Bowman's positive transition rate.
The majority of Bowman student are first generation college students in addition to being second language learners. Bowman students lack exposure to post secondary options. Due to high poverty levels many students lack a college bound support system. Bowman students need to be exposed to more college options. In addition they need to be exposed to options after community college and connecting post-secondary education to future career success.

Field trips can enhance students desire to be more engaged, attend school more regularly, and work harder - therefore producing better assessment results and increased student achievement.

In the article "Research: School Field Trips Give Significant Benefits" (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Substitutes - 2 @ \$125 each
(OBJ 1160)

Amount:
250.00

Available Balance:
250.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description:
Benefits @ 21.4%
(OBJ 3XX1)

Amount:
54.00

Available Balance:
54.00

State Comprehensive Support and Improvement
(CSI)
3000-3999: Employee Benefits

Description:
Transportation - Bus
(OBJ 5710)

Amount:

State Comprehensive Support and Improvement
(CSI)
5000-5999: Services And Other Operating
Expenditures

500.00	
Available Balance: 500.00	
Description: Lunches - 50 @ \$5 each (OBJ 4322)	State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
Amount: 250.00	
Available Balance: 250.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.2 Set up field trip for 100 students to allow students access to COC.

Introduce students to college campus and allow them time to sit in on classes, receive information on registration, enrollment and resources. Research shows that promoting college field trips encourages students to sign up and attend.

The majority of Bowman students are first generation college students in addition to being second language learners. Bowman students lack exposure to post-secondary options. Due to high poverty levels, many students lack a college bound support system.

Per District Senior Exit Survey and Bowman Senior Follow Up Survey, 80% of students indicate interest in attending community college. By visiting our local community college, many students will be able to identify connections between their current coursework at Bowman, the college options available, and the career paths they can continue to be involved in at COC.

Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results. In the article "Research: School Field Trips Give Significant Benefits" by the University of Arkansas, (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), the authors share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Transportation - 2 buses @ \$550 each (OBJ 5710)</p> <p>Amount: 1100.00</p> <p>Available Balance: 1100.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs</p>
<p>Description: Substitutes - 5 @ \$125 per day (OBJ 1160)</p> <p>Amount: 625.00</p> <p>Available Balance: 625.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits @ 21.40% (OBJ 3XX1)</p> <p>Amount: 134.00</p> <p>Available Balance: 134.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>
<p>Description: Meal Expense - 100 @ \$5.00 (OBJ 4322)</p> <p>Amount: 500.00</p>	<p>State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies</p>

Available Balance:
500.00

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.3 Bring "College Now" classes to campus in conjunction with College of the Canyons, and pay for students' registration costs and books.

College Now classes on Bowman's campus provide opportunities for students who are socioeconomically disadvantaged to take college classes here on campus. This support can provide registration for those students, as well as the college required book. It would also encourage them to become college bound, when they possibly didn't feel they would have the opportunity.

Bowman has 61% of students on Free or Reduced lunch. A student who is eligible for Free or Reduced lunch and who is enrolled in a College Now! class can qualify for their COC college fees and up to \$60 towards a book for the class.

The majority of Bowman students lack exposure to post-secondary options. Due to high poverty level, many students lack a college-bound support system. Exposure to college classes while in high school will increase college success rates. Increasing success rates in college will improve Bowman's transition rate.

In the article "Closing the Gap Through Extended Learning Opportunities" (http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf), NEA authors discuss why extended learning opportunities are important and how it helps struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Student Registration Fees - 20 @ \$39.00
(OBJ 5810)

Amount:
780.00

Available Balance:
780.00

State Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And Operating Expenditures

Description:
Books - 20 @ \$60
(OBJ 4210)

Amount:
1200.00

Available Balance:
1200.00

State Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.4 Instruction Coach - 1/6 time

Research shows that having an effective instructional coach can help student achievement. In the article <https://libres.uncg.edu/ir/wcu/f/Sumner2011.pdf>, they share Coaching dedicates extended time to the examination of instructional practice and attempts to connect teachers to create networks that enhance social capital and information flow. Coaching develops trust, instills collective responsibility, imparts an innovative orientation, and provides an example of professionalism around instructional practice (Taylor, 2008, p. 22).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Teacher - \$7438 per semester x 2 semesters (OBJ 1130)</p> <p>Amount: 14,876.00</p> <p>Available Balance: 14,876.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits @ 21.4% (OBJ 3XX1)</p> <p>Amount: 3,184.00</p> <p>Available Balance: 3,184.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.5 Achieve Teacher - 1/6 time

Parallel classes have been proven to increase student achievement. In the article https://www.rcoe.us/educational-services/files/2015/12/10c-Hanover_Improving_Student_Achievement_and_Closing_the_Achievement_Gap__12-2014.pdf, they share that In an effort to close achievement gaps, many districts with large concentrations of low-income students have looked to extend the learning time offered to students, either through comprehensive school reforms that lengthen the school day or school year, or through the establishment of academically-focused after-school, before-school, intersession and summer programs. Such learning opportunities “provide a means of reaching students that regular [school-time] programs are not effectively serving and can be beneficial in schools’ efforts to narrow achievement gaps and guide at-risk students to succeed academically.”

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Teacher - \$7438 per semester x 2 semesters (OBJ 1130)</p> <p>Amount: 14,876.00</p> <p>Available Balance: 14,876.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits @ 21.4% (OBJ 3XX1)</p> <p>Amount: 3,184.00</p> <p>Available Balance: 3,184.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>
<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description:</p>	
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Amount:

Available Balance:

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.6 Science Software (Summer or Fall Semester)

Students need industry compliant software for 3D CNC machining called Vectric Aspire so they can use 3D modeling. Teachers also need a grading program that better addresses formative assessments in hands-on settings.

Students prefer to work in a class with more technology. Students at Bowman work better in a classroom with hands-on activities. Stem Lab offers students an opportunity to work in possible career fields according to interest. Bowman students do not learn as well in traditional settings. Bowman students will have the opportunity to learn by making projects and hands-on activities thus increasing achievement.

In the article <https://www.sciencedirect.com/science/article/pii/S1658361216300683>, they share that This study observed a significant relationship between students' use of technology and their achievements in health colleges. The study also demonstrated that the most-used devices are laptops (50%) and phones (42%) followed by tablets (7%) and desktop computers (0.5%). This

paper reports on the results of the survey, documenting what was revealed regarding how technology is used among students at the health colleges, as well as the important benefits on their achievements during physiology courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Vectric Aspire Software - \$1,950 + sales tax
(OBJ 5840)

Amount:
2145.00

Available Balance:
2145.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Jupiter Ed Grading Software - 1 @ \$50
(OBJ 5840)

Amount:
50.00

Available Balance:
50.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.7 Projector for Culinary Classroom (Summer or Fall Semester)

Per the County of Los Angeles Public "Food and Culinary Professionals DPG" manual, doing food demonstrations enhance education by providing "hands-on" opportunities.

In the article <https://edtech4beginners.com/2017/06/13/20-ways-projectors-improve-learning-in-the-classroom/>, they share that Consider these 20 ways a multimedia projector improves the learning experience and expands your teaching talents:

Today's easy-to-use, internet-savvy multimedia projectors are not your old, antiquated AV setups on wheel carts. Classroom projectors operate with all kinds of equipment and handle all kinds of media from film to digital files.

Constant writing and erasing on a chalkboard are replaced by quick clicks that instantly convey information. You direct the teaching session more effectively when students focus on the lesson instead of you. Projects are easier to organize in programs like PowerPoint for engaging classroom presentation. You don't have to print, assemble and hand out paper copies of important assignment information. Students take better notes when they read clearly projected text organized at the end of each lesson. How-to and hands-on assignments are easier to explain with sharp, sequenced illustrations. A projector lets you share detailed charts, maps and graphs without relying on printed materials. Illustrate important contrasts with side-by-side presentations that analyze and clarify. Simplify solving complicated problems by breaking them down into step-by-step slide demonstrations. Efficiently share and update everything from lesson outlines and test dates to field trip schedules. Projectors improve class review before testing and streamline the post-test question and answer process. When a raised hand is followed by a request to repeat information, simply click back a few slides. Students learn more effectively when they're engaged with sharp images and easy-to-read text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
LCD Projector - \$1575.34 + 9.5% sales tax
(OBJ 4410)

Amount:
1725.00

Available Balance:
1725.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.8 Tables and Chairs for Culinary Classroom (Summer or Fall Semester)

Bowman culinary students would benefit from having tables and chairs instead of desks so they could practice the required hospitality skills needed to succeed in the culinary field.

In the article <https://smithsystem.com/smithfiles/2014/08/06/seating-ergonomics-affect-learning/>, they share that Ideally, schools would have chairs ergonomically designed and custom-made for every student. Given how unrealistic (read "expensive" and "headache") that is, here are some

ways administrators can get the most ergonomic bang for their buck. Properly sized height in a classroom seating should support healthy posture from a young age, especially since young bodies are developing rapidly. It should also decrease fidgeting. Ideally, students should be able to sit with their feet firmly planted on the floor and their backs against their chairs. While ergonomics is essential, classroom seating must fit functionality. In other words, it has to complement the curriculum. Because 21st Century learning often takes place in groups numbering from two to six students, classroom furniture must be nimble enough to be configurable into groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Chairs - 20 @ \$1,759
(OBJ 4310)

Amount:

1759.00

Available Balance:

1759.00

State Comprehensive Support and Improvement (CSI)

4000-4999: Books And Supplies

Description:

Tables - 5 @ \$1074.75
(OBJ 4310)

Amount:

1075.00

Available Balance:

1075.00

State Comprehensive Support and Improvement (CSI)

4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.9 Graduation Incentives - College Success Kits

Bowman had 61% of students on Free or Reduced lunch. The majority of Bowman students are first generation college students. Due to high poverty levels, many students lack needed supports and supplies to be successful in college. Providing students with basic supplies for college will encourage students to become college-bound.

80% of Bowman students indicated interest in attending community college.

Incentives always help and support student achievement. In the article, <https://news.uchicago.edu/story/immediate-rewards-good-scores-can-boost-student-performance>, they share that Educators have long debated the value of financial and other rewards as incentives, but a series of experiments in Chicago-area schools showed that with the right kind of rewards, students achievement improved by as much as six months beyond what would be expected.

The rewards apparently provide students with an incentive to take tests more seriously. One implication is that policymakers may underestimate students' ability in otherwise low-performing schools, according to the research team that conducted the experiments.

Researchers used financial rewards to boost performance for older students and non-financial rewards, such as trophies, to improve performance among younger students. The research helps teachers and school leaders better understand the role of rewards in school performance. Most rewards are delayed and involve a very distant horizon, such as the prospect of making a better salary as an adult as the result of better school performance, the team pointed out.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Kits - 350 @ \$3.10 each + 9.5% sales tax
(OBJ 4310)

Amount:
1188.00

Available Balance:
1188.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.10 Weekly Planners (Summer or Fall Semester)

Students who are disorganized lose track of when and what is due and fall behind their more intrinsically organized peers. Weekly planners will allow for each student's unique graduation plan. Night School students who need a tangible reminder of their individual goals and time frame will benefit as it is easy to carry and can be added to a regular binder.

In the article <http://creatingpositivefutures.com/psychology-of-student-planners/>, they share that Writing and listening utilize different areas of the brain – so when both are activated simultaneously, memory is enhanced. What does this mean for students? When they write their homework down when it's announced in class, they are far more likely to remember it. Not to mention that it also gives you a written reminder you can refer back to, just in case your memory is not 100% accurate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Weekly Planners - 350 @ \$3.10 each plus 9.5 sales tax and shipping (OBJ 4310)

Amount:
200.00

Available Balance:
200.00

State Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.11 Science Supplemental Supplies (Summer or Fall Semester)

Additional Supplemental Science Supplies - priority level 2 to be funded upon receipt of additional funds

Teachers will introduce manipulatives and hands-on science equipment to increase instruction for students. The interaction and resources provided will help to increase the passage rate for our Hispanic males especially in math and Science (CAST Assessment).

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include subconstruction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Supplemental Science Supplies (OBJ 4310)</p> <p>Amount: 2000.00</p> <p>Available Balance: 2000.00</p>	<p>State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies</p>
<p>Description: Additional Supplemental Science Supplies - priority level 2 to be funded upon receipt of additional funds (OBJ 4310)</p> <p>Amount: 1000.00</p> <p>Available Balance: 1000.00</p>	

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.12 Supplemental Technology Supplies (Summer or Fall Semester)

Continue to upgrade the computer lab as needed to ensure all equipment runs efficiently so all students can participate in technology-based activities that prepare students for 21st century challenges.

During the 2017-2018 school year, a total of 26 students enrolled in AP Computer Science, 79 in Culinary Arts and 54 in STEM. An action item in Bowman's WASC plan is to increase enrollment in CTE. While Bowman offers an AP Computer Science class, adding supplemental enrichment opportunities in robotics will help recruit more interested students and engage all learners.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement

of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Technology Supplies
(OBJ 4310)

Amount:
1000.00

Available Balance:
1000.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.13 Laser Color Printer (Summer or Fall Semester)

During the 2017-2018 school year, a total of 26 students enrolled in AP Computer Science, 79 in Culinary Arts and 54 in STEM. An Action Item in Bowman's WASC plan is to increase enrollment in CTE. Offering robotics as part of the AP Computer Science class will help recruit and engage all learners. A color printer is needed in the Computer Lab as students learn industry-standard skills in computer applications, Web design, and AP Computer Science. Students will create advertisements including flyers, catalogs, letterheads and logos in MS Word. Students learn Excel and create spreadsheets, charts and graphs with color formatting. Students in Web Design create posters and Web banners using original digital images and Adobe PhotoShop software.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom

size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Laser Color Printer
(OBJ 4420)

Amount:
1000.00

Available Balance:
1000.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.14 iCue Field Trip

This field trip would take 10 students and 2 chaperones to iCue at College of the Canyons (COC). It will allow culinary students to visit the iCue at COC to encourage and promote the culinary pathway with the Hart District & COC.

Per "A Review of Research on Field Trips and their Value in Education," by International Journal of Enviro and Science Education: "Field Trips may be planned for five purposes: 1. Provide experience; 2. Stimulate interest; 3. Add relevance; 4. Strengthen observation skills; 5. Promote personal development". Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.

In the article "Research: School Field Trips Give Significant Benefits" (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
iCue Registration - 10 @ \$25 per person
(OBJ 5810)

Amount:
250.00

Available Balance:
250.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Transportation - 1 bus @ \$500
(OBJ 5710)

Amount:
500.00

Available Balance:
500.00

State Comprehensive Support and Improvement
(CSI)
5700-5799: Transfers Of Direct Costs

Description:
Food - lunch
(OBJ 4322 or 5810 if part of the iCue lesson
experience)

Amount:
150.00

Available Balance:
150.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Description:
Teacher Substitutes - 2 @ \$125 per day for 1
day
(OBJ 1160)

Amount:

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

250.00	
Available Balance: 250.00	
Description: Substitute Benefits @ 21.4% (OBJ 3XX1)	State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
Amount: 54.00	
Available Balance: 54.00	

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.15 Makerspace - Hydrogen Fuel Cell Competition (H2AC)

Bowman needs to increase students in CTE courses. Students would increase their participation in CTE courses if there was more interesting courses. This competition will increase awareness about the need for students in the fuel cell vehicle industry. It also will engage students in working in teams to participate in an NGSS competition.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description: Teacher Substitute - 1 @ \$125 per day for 1 day (OBJ 1160)	State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
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<p>Amount: 125.00</p> <p>Available Balance: 125.00</p>	
<p>Description: Substitute Benefits @ 21.4% (OBJ 3XX1)</p> <p>Amount: 27.00</p> <p>Available Balance: 27.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>
<p>Description: Transportation (OBJ 5710)</p> <p>Amount: 200.00</p> <p>Available Balance: 200.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs</p>
<p>Description: Lodging - 4 hotel rooms @ \$200 for 2 days (OBJ 5220)</p> <p>Amount: 1600.00</p> <p>Available Balance: 1600.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Food - 10 @ \$120 (OBJ 4322)</p> <p>Amount: 1200.00</p>	<p>State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies</p>

Available Balance:
1200.00

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.16 Child Development Books (Summer or Fall Semester)

Books and resources help engage and support teachers and students in closing the achievement gaps when used appropriately. The question most often heard when educators confront the reality of the achievement gaps in their school is "What can I do in my classroom?" Resources provide support for answering this question by: Offering research-based suggestions for what educators can do in using appropriate materials to support instruction.

Purchase 30 new supplemental books called "The Developing Child" for new child development CTE pathway class to pilot the program and present to the District CTE program advisors.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Supplemental Curriculum Books - 30 @
\$1996.20 + sales tax and shipping
(OBJ 4210)

Amount:
2268.00

Available Balance:
2268.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.17 NSTC Conference - 2 administrators (July 14-16, 2019)

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive." This in turn will impact the leadership and how we cultivate goals and direction of the campus. These are practices that will be taught to leadership members and eventually the entire staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Conference Registration - 2 @ \$495 per person (OBJ 5220)</p> <p>Amount: 990.00</p> <p>Available Balance: 990.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Hotel - 2 people (OBJ 5220)</p> <p>Amount: 636.00</p> <p>Available Balance: 636.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Food (OBJ 5220)</p> <p>Amount:</p>	<p>Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>

250.00	
Available Balance: 250.00	
Description: Mileage (OBJ 5220)	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Amount: 124.00	
Available Balance: 124.00	

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.18 Job Ready Career Skills Online Program (Fall Semester)

The Job Ready Career Skills online program will support student achievement by offering an independent review of the soft skills covered in Workforce Prep, Life Management and Work Experience. It will also give students the chance to work on these skills at their own pace and provide crucial quantitative feedback to teachers on student progress.

During the 2018-2019 school year, students at Bowman in Workforce Prep, Life Management and Work Experience made progress toward learning many of the soft skills employers are looking for as evidenced by the credits they earned in these classes and the many successful experiences students had at first jobs outside of school. However, these classes currently have barebones curriculum and not enough materials for adequate differentiation. The program will support the learning of the soft skills employers say they look for in new employees by 60 to 100 students over the course of the school year.

In the article <https://www.weareteachers.com/9-awesome-classroom-activities-that-teach-job-readiness-skills/>, they share that soft skills are those characteristics that help you function as an individual (motivation, self-confidence, and flexibility) as well as within a group (teamwork, negotiation, and respect). When it comes to workplace success, these skills are key. After all, if you can't show up on time, speak up for yourself, or get along with your peers, chances are you're not going to have a very smooth go of it.

Explicitly teaching students these skills is the best way to give them valuable insight into their strengths and weaknesses. We've found nine engaging lessons that are not only just right for teaching the job readiness skills student need but also a lot of fun.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description: Online Program with Teacher's Desktop (OBJ 5840) Amount: 1395.00 Available Balance: 1395.00	State Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
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Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description: Amount: Available Balance:	
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Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:	
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Amount:

Available Balance:

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.19 - STEM Lab Supplemental Supplies - (Priority Level 2 to be funded upon receipt of additional funds)

In order to increase achievement, students need consumable supplies for the STEM lab.

Per the Bowman Student Technology survey, students prefer to work in class with more technology; they work better in a classroom with hands-on activities; STEM lab offers an opportunity to work in possible career fields according to interest.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Supplemental STEM Lab Supplies
(OBJ 4310)

Amount:
1000.00

Available Balance:

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.20 - Robots - (Priority Level 2 to be funded upon receipt of additional funds)

Teaching coding in a fun, hands-on way, the robots will supplement the coding lessons on Code.org. Coding with robots will help build student understanding of the possibilities of coding and engage all learners.

During the 2017-2018 school year, a total of 26 students enrolled in AP Computer Science, 79 in Culinary Arts and 54 in STEM. An Action Item in Bowman's WASC plan is to increase enrollment in CTE. Offering robotics as part of the AP Computer Science class will help recruit and engage all learners.

In the article "Digital technologies are having a positive impact on student achievement" (https://2020.org.nz/wp-content/uploads/2014/05/digital-technologies-in-schools-2017_report.pdf), eight in ten principals report that digital technologies are having a positive impact on student achievement, according to the latest research results from Digital Technologies in Schools survey, prepared by Research New Zealand for the 20/20 Trust.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Robots

(OBJ 4310 if cost including tax and shipping is less than \$500 each or OBJ 4410 if cost is over \$500)

Amount:

5000.00

Available Balance:

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.21 - Computer Lab Table - (Priority Level 2 to be funded upon receipt of additional funds)

Tables are needed for unplugged activities in CTE computer classes. The tables will facilitate greater collaboration among students during unplugged activities that help students understand key concepts of the lessons being taught/learned in class. Having students collaborate throughout the classroom facilitates learning and engagement in an interactive classroom setting.

During the 2017-2018 school year, a total of 26 students enrolled in AP Computer Science, 79 in Culinary Arts and 54 in STEM. An Action Item in Bowman's WASC plan is to increase enrollment in CTE. Having an additional table in the classroom will facilitate more collaboration and help support a fun, creative learning environment that engages all students.

In the article <http://neatoday.org/2014/11/05/standing-desks-are-helping-students-think-on-their-feet/>, they share According to new research and a handful of NEA members who have alternative desks in their classrooms, educators who enable students to burn energy from their seats can reduce discipline problems and increase learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Computer Lab Table
(OBJ 4310)

Amount:
350.00

Available Balance:

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.22 - Baby Simulators and Childhood Education/Child Development Workbooks - (Priority Level 2 to be funded upon receipt of additional funds)

If Bowman students gain childhood education and experience while in high school, they are more likely to transfer to the College of the Canyons, as COC has a comprehensive childhood education program which includes a day care.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement

of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Baby Simulators - 10-Baby Starter Packages
plus shipping
(OBJ 4410)

Amount:
8500.00

Available Balance:

Description:
Student Workbooks
(OBJ 4330)

Amount:
199.00

Available Balance:

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.23 - Theater Arts Workshops - (Priority Level 2 to be funded upon receipt of additional funds)

Students need authentic, novel, and engaging experiences as reasons for them to be excited and motivated to attend school on a regular basis. Three workshops: Mime with Keith Berger, Imagery-Character-Emotion with Aimee Y. Hopkins and Martin Espino's Ancient Mexico and Aztec Dancer.

Each on these on-site workshops will support student mastery of Theater Arts concepts. Students will engage and perform with seasoned actors from the College of the Canyons Santa Clarita Performing Arts Center.

This will also serve as professional development for the primary Theater Arts teacher as teacher will be an active participant in all workshops.

Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results. In the article "Research: School Field Trips Give Significant Benefits" by the University of Arkansas, (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), the authors share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Workshops Performer Fees
(OBJ 5810)

Amount:
2900.00

Available Balance:

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

2.24 - International Society of Technology in Education (ISTE) Conference - (Priority Level 2 to be funded upon receipt of additional funds)

During the 2017-2018 school year, a total of 26 students enrolled in AP Computer Science, 79 in Culinary Arts and 54 in STEM. An Action Item in Bowman's WASC plan is to increase enrollment in

CTE. Attending the conference will provide professional development for teachers and additional resources that will help teachers recruit students to their program.

Evidence shows that appropriate PD practices for special populations increases attendance rates and improves academic achievement. In the article "Raising Student Achievement Through Professional Development", (<https://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf>), the Generation Ready authors share that "The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Conference Registration - 6 @ \$470 per person
(OBJ 5220)

Amount:
2820.00

Available Balance:

Description:
Lodging - Hotel - \$225 per night for 4 nights for
6 people
(OBJ 5220)

Amount:
5400.00

Available Balance:

Description:
Transportation - 6 @ \$75
(OBJ 5220)

Amount:
450.00

Available Balance:

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 3

Increase Bowman's Positive Transitions Rate (Old SAVE Rate) by 2%. Increase in student culture survey rate.

Identified Need

Needs were identified through Bowman's SMART Goals. All data is provided in the Comprehensive Needs Assessments and Components section indicating survey results of school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and parent surveys. Increase in positive school culture perceptions.	Not yet available till 19/20 surveys are scored.	Increase in positive rates based on students and parent surveys.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups since they are all considered at-risk, with an emphasis on Hispanic males (significant subgroup).

Strategy/Activity

3.1 Advot Project (Visual and Performing Arts Instruction for Students)

This program empowers students particularly from disadvantaged backgrounds to take control of their destiny by teaching them communication skills and healthy relationships through the arts. Since the majority of students at Bowman come in with a history of failing classes and a variety of personal, academic, social, and family problems, a primary focus is on social-emotional learning. We need to intentionally improve students' self-esteem, build their confidence, develop positive relationships, teach effective communication skills, and improve their connectedness to school. Research shows the increased self-esteem correlates with positive attendance and higher academic success and motivation.

In the article "How a Happy School Can Help Students Succeed", (<https://www.npr.org/sections/ed/2016/11/01/500060004/how-a-happyschool-can-help-students-succeed>), author Kat Lonsdorf shares that "a study published in the Review of Educational Research today suggests that school climate is something educators and communities should

prioritize —especially as a way to bridge the elusive achievement gap." The authors analyzed more than 15 years of research on schools worldwide, and found that positive school climate had a significant impact on academics. From this research there is no link between school climate and socioeconomic status. In other words, there are plenty of happy schools in low income neighborhoods, too.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Program running through Art classes with consultant
(OBJ 5810)

Amount:
6000.00

Available Balance:
6000.00

State Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.2 National Social Studies Conference (NSSC) in Washington, DC - 2 teachers.

Students spend a significant amount of time in school. Therefore, students' feelings about their school experience can have a big impact on their daily lives. Students not only need to feel safe at school, but should also feel comfortable, and that they are part of a supportive environment. Persistent positive school climate has been linked to positive student development, learning, academic achievement, effective risk prevention and health promotion, high graduation rates, low dropout rates, and teacher retention (Thapa, Cohen, Guffey, & Higgins D'Alessandro, 2013). A positive school climate should be a priority because learning in a safe, engaged, and responsive environment sets the foundation for positive academic, social, and emotional development.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Conference Registration - Institutional
(OBJ 5220)

Amount:
949.00

Available Balance:
949.00

State Comprehensive Support and Improvement
(CSI)
5000-5999: Services And Other Operating
Expenditures

Description:
Lodging for 2 nights @ \$200 per night for 2
teachers
(OBJ 5220)

Amount:
800.00

Available Balance:
800.00

State Comprehensive Support and Improvement
(CSI)
5000-5999: Services And Other Operating
Expenditures

Description:
Transportation
(OBJ 5220)

Amount:
1000.00

Available Balance:
1000.00

State Comprehensive Support and Improvement
(CSI)
5000-5999: Services And Other Operating
Expenditures

Description:
Food - 3 @ \$90 per day
(OBJ 5220)

Amount:
270.00

Available Balance:
270.00

State Comprehensive Support and Improvement
(CSI)
5000-5999: Services And Other Operating
Expenditures

Description:
Teacher Substitute - 2 @ \$125 per day
(OBJ 1160)

Amount:
250.00

Available Balance:
250.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description:
Substitute Benefits @ 21.4%
(OBJ 3XX1)

Amount:
54.00

Available Balance:
54.00

State Comprehensive Support and Improvement
(CSI)
3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.3 Basketball Program

As a continuation school, we don't have sports programs. Bowman has created a basketball team that play at the local Boys and Girls club. It helps positively change the culture and spirit on campus having a sports team.

In the article "11 Guaranteed Ways to Build Positive School Culture", (<https://schoolleadersnow.weareteachers.com/10-guaranteed-ways-to-build-positive-school-culture/>), author Lauren Brown West Rosenthal encourages us to "create, lead and support school-wide programs and initiatives and give your students and teachers a reason to come together by working towards a big goal—and watch their pride and passion for learning (and your school) soar!"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Registration Fees

Federal 19-20 Title I, Part A - Allocation

(OBJ 5810)

Amount:
250.00

Available Balance:
250.00

5800: Professional/Consulting Services And
Operating Expenditures

Description:
Uniforms - 10 @ \$30 each
(OBJ 4310 or OBJ 5811 if custom printed)

Amount:
300.00

Available Balance:
300.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
Teacher - 20 hours @ \$34 per hour
(OBJ 1130)

Amount:
680.00

Available Balance:
680.000

Federal 19-20 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Description:
Campus Supervisor - 50 hours @ \$22 per hour
(OBJ 2230)

Amount:
1100.00

Available Balance:
1100.00

Federal 19-20 Title I, Part A - Allocation
2000-2999: Classified Personnel Salaries

Description:
Team Awards, Plaques
(OBJ 4310)

Amount:

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

350.00 Available Balance: 350.00	
Description: Equipment (OBJ 4310) Amount: 200.00 Available Balance: 200.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Campus Supervisor Benefits @ 31.2% (OBJ 3XX2) Amount: 344.00 Available Balance: 344.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Teacher Benefits @ 21.4% (OBJ 3XX1) Amounts: 146.00 Available Balance: 146.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.4 Professional Development Books for Leadership Team, Department Chairs, and Faculty Readings

Books are to help improve academics, self-value, teaching strategies, and climate. Professional development books help staff learn how to reach special populations like EL, special education, low socio-economic, and homeless students.

In the article "Raising Student Achievement Through Professional Development", (<https://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf>), the authors from Generation Ready share "The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Books
(OBJ 4210)

Amount:
1500.00

Available Balance:
1500.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.5 - Support for Parent Meetings

Hold School Site Council Working Meetings to receive stakeholder input and focus on strategies for improving student academic achievement. School site council is vital to a schools success in involving parent, community, staff and students in making decisions pertaining to school budget expenditures. Meetings are held to to three times a year to discuss important items as our SPSA, title 1, and other budgetary items.

In the article "Involvement or Engagement," it states "...the right kinds of school-family connections - those built on relationships, listening, welcoming, and shared decision making - can produce multiple benefits for students, including higher grade point averages and test scores, better attendance, enrollment in more challenging courses, better social skills, and improved behavior at home and at school (Southwest Educational Development Laboratory, 2002).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Meals - 3 meetings at \$300 each
(OBJ 4322)

Amount:

900.00

Available Balance:

900.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.6 National Trauma-Skilled Schools Conference (NTSSC); 3-day conference; one counselor

A national conference facilitated by the National Dropout Prevention Center. The conference will include topics such as: building resilience, culture transformation, staff readiness and academic integration.

Data from Bowman's Student Survey indicates that 73% of students "Agree" that they have access to counseling supports when needed. Data from Bowman's Focus Group Survey indicates that 29% of students identified "Mental Health" as factors preventing them from attending school regularly. Bowman absent rate: CALPADS - 40.51%

Data indicates that Bowman students feel comfortable accessing counseling supports on campus. However, the personal / social factors that prevent over 55% of students from attending school regularly, keeps them from accessing those supports. Consequently, counselors need to have a better understanding of strategies to better support-at-risk students who have experienced trauma, and therefore improve student success in school and in life. Counselors need to know what data to gather to help improve the counseling program and student achievement.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Conference Registration (OBJ 5220)</p> <p>Amount: 495.00</p> <p>Available Balance: 495.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Lodging - 3 nights @ \$150 per night (OBJ 5220)</p> <p>Amount: 450.00</p> <p>Available Balance: 450.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Transportation - Airfare (OBJ 5220)</p> <p>Amount: 350.00</p> <p>Available Balance: 350.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Meals - 3 days @ \$60 per day (OBJ 5220)</p> <p>Amount: 180.00</p> <p>Available Balance: 180.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>

Description:
Parking
(OBJ 5220)

Amount:
55.00

Available Balance:
55.00

State Comprehensive Support and Improvement
(CSI)
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.7 Student Bus Passes for low socio-economically disadvantaged students for the year

Bowman students reside all over the valley, and some students are socio-economically disadvantaged and do not have adequate transportation to Bowman to access their education. Bus passes help students attend Bowman daily so that they can succeed academically, socially, and emotionally.

In the research article "Student Transportation and Educational Access" published by the Urban Institute, (https://www.urban.org/sites/default/files/publication/88481/transportation_brief_final_errata_1.pdf), the authors share that "Student transportation can have positive impacts on students' academic performance and access to high-quality schools. The logistics of travel to and from school influence a student's ability to get to school on time, the number of absences, and the availability to participate in before- or after-school activities." (Blackmon and Cain 2015; Canfield et al. 2016; Grossman, Walker, and Raley 2001; Teasley 2004).

Transportation can give students access to specialized programs or schools (e.g., bilingual programs and magnet schools) and can allow families to cast a wider net for schools outside their neighborhood school, including schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Transportation for students that are not able to get to school due to cost of bus fees
(OBJ 4310 - TAP cards; Function 24900)

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Amount:
5000.00

Available Balance:
5000.00

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students since 100% of Bowman students are at-risk.

Strategy/Activity

3.8 National School Counseling Leadership (NSCL) Conference; 2-day conference

School counselors will share best practices on evaluating school counseling programs and using data to close achievement gaps, including the development of Multi-Tiered, Multi-Domain System of Supports (MTMDSS).

Counselors district-wide are being encouraged to monthly meetings to apply the MTMDSS to ensure that counseling programs meet the ASCA National Standards. Further training in MTMDSS will help build a more effective counseling program that can help students in meeting their academic, career and personal / social goals.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Conference Registration Fee for 1 Counselor
(OBJ 5220)

Amount:
549.00

Available Balance:
549.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Lodging - 2 nights @ \$180 per night
(OBJ 5220)

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Amount:
360.00

Available Balance:
360.00

Description:
Mileage - 314 miles round-trip @ .545 per mile
(OBJ 5220)

Amount:
172.00

Available Balance:
172.00

Description:
Parking
(OBJ 5220)

Amount:
45.00

Available Balance:
45.00

Description:
Meals
(OBJ 5220)

Amount:
120.00

Available Balance:
120.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.9 Field Trip to Ronald Reagan Library for 40 students including admission, food, transportation and substitutes. The Reagan Foundation is dedicated to supporting teachers who work to teach the next generation of engaged and informed citizens and leaders. It provides a high quality, primary source based curriculum materials, identifying opportunities for young leaders, or looking to hone your skills as an educator.

Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.

In the article "Research: School Field Trips Give Significant Benefits" (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Admission Fees - 40 students @ \$13 per ticket
(OBJ 5810)

Amount:
520.00

Available Balance:
520.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Substitutes - 4 @ \$125 per day for 1 day
(OBJ 1160)

Amount:
500.00

Available Balance:
500.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description: Substitute Benefits @ 21.4% (OBJ 3XX1) Amount: 107.00 Available Balance: 107.00	State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
Description: Bus Transportation (OBJ 5710) Amount: 500.00 Available Balance: 500.00	State Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs
Description: Food (OBJ 4322) Amount: 250.00 Available Balance: 250.00	State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.10 National Youth at Risk Conference - 2 counselors attending.

This conference is designed to provide quality, relevant training for all people interested in the well-being of youth. School counselors will share best practices on how to best assist, help, educate, and support our most at-risk youth. Since Bowman's student population is made up of entirely at risk students, this conference is especially helpful in building the capacity of our counselors. School counseling programs should be comprehensive to meet the needs of all students, and be trained in using data to close achievement gaps. District-wide, counseling programs are being evaluated to meet the ASCA National Standards. Further training will help build a more effective

counseling program that can help students in meeting their academic, career, and personal / social goals.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Conference Registration Fee - 2 counselors @ \$550 per counselor (OBJ 5220)

Amount:
1100.00

Available Balance:
1100.00

State Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures

Description:
Lodging - 3 nights @ \$200 per night (OBJ 5220)

Amount:
600.00

Available Balance:
600.00

State Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures

Description:
Transportation - Airfare for 2 counselors @ \$350 each (OBJ 5220)

Amount:
700.00

Available Balance:
700.00

State Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures

<p>Description: Meals - 2 counselors @ \$180 each (OBJ 5220)</p> <p>Amount: 360.00</p> <p>Available Balance: 360.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Parking (OBJ 5220)</p> <p>Amount: 45.00</p> <p>Available Balance: 45.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Taxi / transportation expenses (OBJ 5220)</p> <p>Amount: 50.00</p> <p>Available Balance: 50.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Counselor Substitutes - 2 @ \$125 per day for 2 days (OBJ 1160)</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits @ 21.4% (OBJ 3XX1)</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>

Amounts:
107.00

Available Balance:
107.00

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.11 Parent Academy on Friday Mornings

These parent involvement opportunities are necessary to keep our parent community informed, supported and heard. We will be bringing in speakers, provide child care, translators, food, and resources for these informational and working meetings to increase and improve parent / family engagement, building the capacity of our parents and families to better support their students.

In the following article, "Parent involvement and student academic performance: A multiple mediational analysis" published by the National Institute of Health (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/>), the authors' studies show that the results indicated that the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children.

*Light snacks (breakfast items will be provided as we hold parent workshops, work with parents to develop plans, provide resources, and meet on school wide goals. These are considered working meetings, as parents are coming in to school during late start Fridays.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Materials, supplies, for meetings once a month
(OBJ 4310)

Amount:
75.00

Available Balance:
75.00

Federal 19-20 Title I, Part A - Parent
Participation
4000-4999: Books And Supplies

<p>Description: Speakers for meetings once a month (OBJ 5810 - outside)</p> <p>Amount: 945.00</p> <p>Available Balance: 945.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Light breakfast for meetings once a month (OBJ 4322)</p> <p>Amount: 225.00</p> <p>Available Balance: 225.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.12 Two field trips to "A Noise Within"

This field trip provides exposure to reinforcement to what students are learning in the classroom. Students will analyze the text in a deeper way through a live production, and be able to write about it, supporting our overall goal. Students at Bowman are at-risk and credit deficient. We believe that field trips are another way to support student engagement and make curriculum relevant, and as such will increase motivation for at-risk students to do better in school.

Evidence shows that students who are more engaged in the school process will work harder to achieve at higher levels. In the article "A Review of Research on School Field Trips and Their Value in Education", (http://www.mrsdewhittsecepage.com/uploads/1/7/8/5/17855545/parent_value_in_education.pdf), authors Marc Behrendt and Teresa Franklin from Ohio University indicate the following: Field trips may be planned for five purposes: (1) To provide firsthand experience, (2) To stimulate interest and motivation in core subjects, (3) To add relevance to learning and interrelationships, (4) To strengthen observation and perception skills, and (5) To promote personal (social) development (Michie, 1998).

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Tickets - 20 x \$18 per ticket x 2 trips (OBJ 5810) plus 2 free chaperones</p> <p>Amount: 720.00</p> <p>Available Balance: 720.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Bus Transportation 1 bus per trip x 2 trips (OBJ 5710)</p> <p>Amount: 1000.00</p> <p>Available Balance: 1000.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs</p>
<p>Description: Teacher Substitutes - 2 @ \$125 per day for 2 days (OBJ 1160)</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits @ 21.4% (OBJ 3XX1)</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>

Amount: 107.00 Available Balance: 107.00	
Description: Food 20 students x 2 trips x \$5 per lunch (OBJ 4322) Amount: 200.00 Available Balance: 200.00	State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.13 Attendance at the California Association of Directors of Activities (CADA) Conference

This conference is the for ASB director and ASB assistant to help bring ideas and creativity to the ASB program for overall program improvement and increased student engagement,. This opportunity will allow our ASB director to gain the knowledge and networking that other ASB directors have access to, and bring added spirit and unity to our campus and culture. Through increased student involvement in positive school-wide activities, students develop a greater sense of connectedness to the school and closer relationships with both peers and adult mentors.

We have not been able to send our ASB director to this valuable conference for lack of funding. Other schools have ASB funds raised through athletics and performing events that Bowman does not have. This provides a resource inequity among schools.

In the article about the CADA Story, (<https://secure.cada1.org/i4a/pages/index.cfm?pageid=3436>), ASB directors and CADA members indicate that "By providing both intensive training and diverse resources, CADA provides our adult members the tools to increase the effectiveness of their student leaders." Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Membership Fees - 1 @ \$310 (OBJ 5310)</p> <p>Amount: 310.00</p> <p>Available Balance: 310.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Registration Fees - 3 @ \$350 (OBJ 5220)</p> <p>Amount: 1050.00</p> <p>Available Balance: 1050.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Lodging for 2 nights for 3 people (OBJ 5220)</p> <p>Amount: 2000.00</p> <p>Available Balance: 2000.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Meals (OBJ 5220)</p> <p>Amount: 400.00</p> <p>Available Balance: 400.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>

Description: Transportation (OBJ 5220) Amount: 950.00 Available Balance: 950.00	State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
Description: Teacher Substitute - 2 @ \$125 per day x 3 days (OBJ 1160) Amount: 750.00 Available Balance: 750.00	State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
Description: Substitute benefits @ 21.4% (OBJ 3XX1) Amount: 161.00 Available Balance: 161.00	State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
Description: Classified Staff - Extra Hours - 3 days @ \$130 per day (OBJ 2130) Amounts: 390.00 Available Balance: 390.00	State Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
Description: Classified Benefits @ 31.2% (OBJ 3XX2)	State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Amounts:
122.00

Available Balance:
122.00

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.14 Mass Violence Conference - 1 counselor

Intake meetings have indicated an increasing number of previously traumatized students as well as students with anger management and emotional difficulties. The mixture of both aggression and regressive symptoms of complex populations tend to trigger each other. Our counselor will be trained to not only support student in the aftermath of a violent event but to also identify and assess at-risk clients on both sides of the equation.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Conference Registration Fee - 1 @ \$229
(OBJ 5220)

Amount:
229.00

Available Balance:
229.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Mileage, travel expenses
(OBJ 5220)

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Amount:
102.00

Available Balance:
102.00

Description:
Food
(OBJ 5220)

Amount:
20.00

Available Balance:
20.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.15 New Teacher Training in "Capturing Kids' Hearts" for three teachers (Fall Semester)

All staff at Bowman has been trained through Capturing Kids' Hearts to help support student needs, especially our EL, students with disabilities, socio-economically disadvantaged, and Hispanic student populations.

Capturing Kids' Hearts training is the beginning of a transformational, ongoing process for teachers and administrators at the campus or district level. The widespread impact of Capturing Kids' Hearts reads like a wish list for school administrators: fewer tardies, higher attendance, dramatically lower discipline referrals, fewer dropouts, increased graduation rates, higher teacher satisfaction, soaring student performance, struggling schools turn around, and high-performing schools get even better. Much research has been published through the Flippen Group experience with thousands of schools across the country for over twenty years:
<https://flippengroup.com/education-solutions/>.

In the article <https://www.generationready.com/raising-student-achievement-through-professional-development/>, they share that the most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Registration Fees - 3 @ \$600 per person
(OBJ 5810)

Amount:
1800.00

Available Balance:
1800.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Teacher Substitutes - 3 @ \$125 for 2 days
(OBJ 1160)

Amount:
750.00

Available Balance:
750.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description:
Substitute Benefits @ 21.4%
(OBJ 3XX1)

Amount:
161.00

Available Balance:
161.00

State Comprehensive Support and Improvement
(CSI)
3000-3999: Employee Benefits

Description:
Meal Expense for working lunch for 3 staff
(Obj 4322)

Amount:
150.00

Available Balance:
150.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.16 Bulima Guide Conference - 1 counselor

Four times the previous number of students have requested supports and/or outside services for dysregulated eating. The recent closure of a local eating disorder treatment facility in combination with outdated curriculum available is not adequate to meet the current student need. Our counselor will be better able to assess and provide milieu supports until outside services can be accessed.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Conference Fee - 1 @ \$695
(OBJ 5220)

Amount:

695.00

Available Balance:

695.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:

Lodging - Hotel
(OBJ 5220)

Amount:

500.00

Available Balance:

500.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Transportation & Airfare
(OBJ 5220)

Amount:
800.00

Available Balance:
800.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Food
(OBJ 5220)

Amount:
150.00

Available Balance:
150.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.17 Field Trip to Museum of Tolerance including admission, transportation and food. Field Trips can enhance students desire to be more engaged, and attend school more regularly, and work harder, therefore producing better assessment results and increased student achievement.

In the article "Research: School Field Trips Give Significant Benefits" (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description: Admission - 55 @ \$10.50 each (OBJ 5810) Amount: 578.00 Available Balance: 578.00	State Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
Description: Transportation - Bus (OBJ 5710) Amount: 590.00 Available Balance: 590.00	State Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs
Description: Food (OBJ 4322) Amount: 150.00 Available Balance: 150.00	State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
Description: Teacher Substitutes - 4 @ \$125 per day for 1 day (OBJ 1160) Amount: 500.00 Available Balance: 500.00	State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
Description: Substitute Benefits @ 21.4%	State Comprehensive Support and Improvement (CSI)

(OBJ 3XX1) Amount: 107.00 Available Balance: 107.00	3000-3999: Employee Benefits
Description: Campus Supervisor Substitute - 1 (OBJ 2160) Amount: 125.00 Available Balance: 125.00	State Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
Description: Campus Supervisor Benefits @ 31.2% (OBJ 3XX2) Amount: 39.00 Available Balance: 39.00	State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.18 California Association of Student Leaders (CASL) State Conference: 7 students and 1 teacher to attend

The CASL state conference training will support student achievement and school climate by increasing student engagement, improving students' sense of self-worth, pro-social behaviors, work ethic and future achievement. Recent studies observed California schools of varied demographics and found that differences in achievement gaps can often be mediated by addressing opportunity gaps. One way to do this is by connecting students. Researchers found that disenfranchised students become more successful in the classroom. This conference teaches students how to be better leaders on campus, how to increase student involvement and engagement, how to improve relationships, and how to have a voice as leaders to advocate for all students' needs. Since

Bowman's population is made up of entirely at-risk students, we have a need to intentionally teach leadership, communication, self-esteem, and advocacy skills.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Student Registration Fees - 7 @ \$420 each
(OBJ 5220)

Amount:
2940.00

Available Balance:
2940.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Teacher Registration Fees - 1 @ \$475 each
(OBJ 5220)

Amount:
475.00

Available Balance:
475.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Teacher Substitute - 1 @ \$125 per day for 1 day
(OBJ 1160)

Amount:
125.00

Available Balance:
125.00

Federal 19-20 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Description:

Federal 19-20 Title I, Part A - Allocation

Substitute Benefits @ 21.4%
(OBJ 3XX1)

Amount:
27.00

Available Balance:
27.00

3000-3999: Employee Benefits

Description:
Transportation: district van @ \$1 per mile for
140 miles round-trip
(OBJ 5710)

Amount:
140.00

Available Balance:
140.00

Federal 19-20 Title I, Part A - Allocation
5700-5799: Transfers Of Direct Costs

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.19 Knife Skills Class.

Preparing new kinds of food is part of the continuation high school's culinary curriculum, along with kitchen etiquette, knife skills and the art of handling a hot pan. The 80 or so students enrolled in the classes each quarter and must adhere to professional standards that include following rules, teamwork, reliability and pride of work, and safety.

Those are skills the teens need outside of a kitchen and school. They are attributes that build confidence as well as content for a resume.

Send culinary teacher to knife skills class as they are essential in culinary and other areas of hospitality (i.e. food services). Culinary teacher will be taught proper and professional knife skills in order to educate and prepare students for future careers in Culinary.

In the article <https://www.generationready.com/raising-student-achievement-through-professional-development/>, they share that the most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research has shown that what

distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Registration Fee - 1 @ \$125 (OBJ 5810)</p> <p>Amount: 125.00</p> <p>Available Balance: 125.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Substitute - 1 @ \$125 per day for 1 day (OBJ 1160)</p> <p>Amount: 125.00</p> <p>Available Balance: 125.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits @ 21.4% (OBJ 3XX1)</p> <p>Amount: 27.00</p> <p>Available Balance: 27.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.20 CUE Conference. Send 6 teachers to the CUE Conference can help increase students' math and technology performances which are a critical need for Bowman. By improving instructional strategies, classroom presence, and engagement skills, students will be more invested to think critically and apply their math learning to solving problems and real world application. In 2018, only 3% of Bowman students met the standard in math CAASPP testing. Attending this conference will allow math teachers to gain critical skills for helping improve student assessment scores.

Send 6 teachers to CUE Conference learning new and best strategies for the effective use of technology in instructional methods and student engagement & achievement.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Registration Fees - 6 @ \$350 each
(OBJ 5220)

Amount:
2100.00

Available Balance:
2100.00

State Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures

Description:
Lodging for 2 nights - 6 @ \$400 per person
(OBJ 5220)

Amount:
2400.00

Available Balance:
2400.00

State Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures

Description:
Transportation - Mileage
(OBJ 5220)

Amount:

State Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures

151.00 Available Balance: 151.00	
Description: Food - 6 @ \$90 (OBJ 5220) Amount: 540.00 Available Balance: 540.00	State Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
Description: Teacher Substitutes - 6 @ \$125 per day for 2 days (OBJ 1160) Amount: 1500.00 Available Balance: 1500.00	Federal 18-19 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Substitute Benefits @ 21.4% Amount: 321.00 Available Balance: 321.00	Federal 18-19 Title I, Part A - Allocation 3000-3999: Employee Benefits

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.21 California Consortium for Independent Study (CCIS) Conference

Independent Study training will provide staff with the latest techniques on how to best facilitate student learning in an independent study setting. Some Bowman students are not successful in the Day School program. They need another placement in order to be successful. Bowman provides

an Independent Study placement for such students to meet their individual needs. Through the training staff will receive at this conference. students will be better supported in their personal, individualized situations, thereby increasing their overall achievement.

Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (<https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/>), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
CCIS Conference Registration - 1 @ \$450
(OBJ 5220)

Amount:
450.00

Available Balance:
450.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Lodging - Hotel - 2 nights @ \$200 per night
(OBJ 5220)

Amount:
400.00

Available Balance:
400.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Food - 2 meals
(OBJ 5220)

Amount:
48.00

Available Balance:
48.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Mileage - 75 miles @ \$.545 per mile
(OBJ 5220)

Amount:
41.00

Available Balance:
41.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Description:
Parking
(OBJ 5220)

Amount:
40.00

Available Balance:
40.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.22 Teacher Pull Out Days

Teachers require a substitute for five days to be used by five different teachers each semester in order to provide additional student conferencing time. This substitute would cover one teacher a day while that teacher would be utilizing the day to pull out individual students for one-on-one conferences.

According to the 2019 Performance Task Results, our students require more individualized instruction in order to improve targeted personalized growth areas. The teachers at Bowman are dedicated to doing whatever it takes to help each our kids. Having formal individualized instruction plans allows teachers and student to understand where they need to focus their learning. Teachers require time away form the classroom in order to accomplish this goal. Students often do not get nearly enough one-on-one instruction with a teacher, as even differentiation has its limits within a 46 minute instructional period. Meeting one-on-one with a teacher and creating a Learning Profile and Plan with each student will give the student ownership and accountability going into the next performance task. Teachers would also need to offer an intervention class for students who need to take the performance ask outside the typical instructional day due to no longer being enrolled in an English class. Having a teacher offer intervention classes each day would allow the intervention classes to be possible.

In the article <https://www.generationready.com/raising-student-achievement-through-professional-development/>, they share that the most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Teacher Substitutes - 10 days @ \$125 per day
(OBJ 1160)

Amount:
1250.00

Available Balance:
1250.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description:
Substitute Benefits @ 21.4%
(OBJ 3XX1)

State Comprehensive Support and Improvement
(CSI)
3000-3999: Employee Benefits

<p>Amount: 268.00</p> <p>Available Balance: 268.00</p>	
<p>Description: Intervention - teacher hours. approx. 14 hrs @ \$34/hr (OBJ 1130)</p> <p>Amount: 476.00</p> <p>Available Balance: 476.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits @ 21.4% (OBJ 3XX1)</p> <p>Amount: 102.00</p> <p>Available Balance: 102.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.23 Capturing Kids' Hearts - Recharge (August 2019)

Half-day training for all staff at Bowman through Capturing Kids' Hearts to help support student needs, especially our EL, students with disabilities, socio-economically disadvantaged, and Hispanic populations.

Capturing Kids' Hearts training is the beginning of a transformational, ongoing process for teachers and administrators at the campus or district level. The widespread impact of Capturing Kids' Hearts reads like a wish list for school administrators: fewer tardies, higher attendance, dramatically lower discipline referrals, fewer dropouts, increased graduation rates, higher teacher satisfaction, soaring student performance, struggling schools turn around, and high-performing

schools get even better. Much research has been published through the Flippen Group experience with thousands of schools across the country for over twenty years:
<https://flippengroup.com/education-solutions/>.

In the article <https://www.generationready.com/raising-student-achievement-through-professional-development/>, they share that the most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Flippen Group training fees
(OBJ 5810)

Amount:
8000.00

Available Balance:
8000.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.24 Classroom Supplemental Supplies and Materials - \$1,490 (Summer or Fall Semester)
Additional Supplies - \$510 (Priority Level 2 to be funded upon receipt of additional funds)

Purchase supplemental supplies and materials above the regular needs in student classrooms. Since Bowman's school funding does not have a regular source of income like all the other comprehensive schools to support all programs on campus, there is an inequity in resources funding any classroom enrichment opportunities and supplemental programs. Often times, funding sources for supplemental supplies costs are depleted, with no additional source options.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which

they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

In the article https://link.springer.com/chapter/10.1007/978-3-319-56083-0_11 (The Effect of School Culture on Student Achievement), they share that this study examined the effect of school culture on student achievement. Firstly, a pool (303 studies) was formed of all studies which included the phrases "school culture" and "student achievement/success" in their titles. The abstracts of these studies were examined and 71 were found appropriate for the study. In the second phase, all 71 studies in the pool were examined in detail. As a result, 51 of the studies were found appropriate for inclusion, and the final sample included 66,391 subjects. The impact value of school culture on student achievement was found to be 0.49. This result shows that school culture has a medium level effect on student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Supplemental Supplies
(OBJ 4310)

Amount:
1490.00

Available Balance:
1490.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
Supplemental Supplies - Priority Level 2 to be
funded upon receipt of additional funds
(OBJ 4310)

Amount:
510.00

Available Balance:
510.00

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.25 Night School Counselor

Provide additional Counselor to serve students enrolled in the Bowman night school program. Currently, the only counseling support for our students is during the day when we have a Counselor available, as well as additional adult support staff. Students enrolled in the night school program do not have equal access to such counseling support to meet their academic, personal, social, and emotional needs.

In the article https://www.educationworld.com/a_news/school-counselors-have-enormous-impact-students-study-finds-1836838803, they share that when reflecting on a student's performance in school, whether one is evaluating discipline or test scores, the tendency is to look for a teacher's or principal's influence on a child. It's often forgotten, however, that school counselors play a huge role in students' lives.

"School counselors do a lot more than help kids figure out what classes to take," said an article on PSMag.com. "Their primary role, in fact, is to help students work through behavioral problems, mental health concerns, and other issues that might hamper kids' success in school and in life. But despite considerable recent attention to factors that might improve education in under performing schools, researchers have largely ignored how much of an impact counselors have on academic performance."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Counselor salary
(OBJ 1210)

Amount:
5400.00

Available Balance:
5400.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description:
Benefits @ 21.4%
(OBJ 3XX1)

Amount:
1156.00

State Comprehensive Support and Improvement
(CSI)
3000-3999: Employee Benefits

Available Balance:
1156.00

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.26 Drama Supplemental Resources and Supplies (Summer or Fall Semester)

Purchase masks to aid in project-based, interactive learning during "Mask and Mime" unit in theater arts. During this unit, students explore acting and character using only their body language and mannerisms as a way to express emotion and tell a story. Each student will get their own mask to perform with and decorate to bring their mime character to life.

Students need authentic, creative, and engaging experiences as reasons for them to be excited and motivated to attend school on a regular basis. An online Drama Teacher Academy subscription supports drama teachers nationwide with creating high-interest and engaging theater arts programs. The Drama Teacher Academy consists of a lesson plan database that is a common core aligned, theater arts resource library, and professional learning community. Currently our teachers and students do not have access to additional, supplemental resources or supplies. Yet our students have a high need for creative outlets to improve their social emotional learning through positive communication skills and artistic outlets.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf>, (The Relationship between Educational Resources of School and Academic Achievement), they shared that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. The relationship between socioeconomic features and academic achievement has been extensively studied within national and international context in recent years (Tomul & Savasci, 2012). However, there is a dearth of the studies about the relationship between educational resources of school and academic achievement. Educational resources are of vital importance in terms of its role in attaining educational aims and objectives. In this sense, educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Online Drama Teacher Academy Subscription -
1 year @ \$444 per year
(OBJ 5840)

Federal 19-20 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Amount:
444.00

Available Balance:
444.00

Description:
Blank, Paintable Masks - 30 @ 8.34 each
(OBJ 4310)

Amount:
250.00

Available Balance:
250.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.27 Kiln (Summer or Fall Semester)

A kiln will allow Bowman students the ability to create many different ceramic/pottery based projects. Students are not getting maximum credits in their elective classes. By including ceramics curriculum, Bowman students will have access to a dynamic tactile media that helps struggling students by learning constructive self-expression through a multicultural historic media.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship between Educational Resources of School and Academic Achievement), they shared that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. The relationship between socioeconomic features and academic achievement has been extensively studied within national and international context in recent years (Tomul & Savasci, 2012). However, there is a dearth of the studies about the relationship between educational resources of school and academic achievement. Educational resources are of vital importance in terms of its role in attaining educational aims and objectives. In this sense, educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Kiln - \$3,056 + sales tax and shipping
(4410)

Amount:
3535.00

Available Balance:
3535.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.28 Art Supplemental Resources and Supplies (Summer or Fall Semester)

Art supplies to extend a very diverse art education to our Bowman students to enable them to have a hands-on experience at positive self-expression. Many students are slow to get elective credits or do not get the maximum credits in each term. Additional art supplies will give our students a broad, diverse art experience and keep high interest in the elective classes.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship between Educational Resources of School and Academic Achievement), they shared that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. The relationship between socioeconomic features and academic achievement has been extensively studied within national and international context in recent years (Tomul & Savasci, 2012). However, there is a dearth of the studies about the relationship between educational resources of school and academic achievement. Educational resources are of vital importance in terms of its role in attaining educational aims and objectives. In this sense, educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Supplemental Art Supplies
(OBJ 4310)

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Amount:
1000.00

Available Balance:
1000.00

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.29 Classcraft Teacher Licenses (Fall Semester)

Five Classcraft teacher licenses would allow the teachers to maintain and operate the Classcraft LMS with a School Dashboard, School Climate Index, Enhanced Security and Phone Support as well as Interactive Class Tools, Personalized Learning Quests and Student Analytics.

School Climate Survey results state that our students benefited greatly from alternative learning environments and experiences, especially online ones. Gamified experiences in the classroom is one element that could be developed to fit this need. As games become a bigger part of culture, the potential they have to transform students' experiences in school grows. By the time kids are 21, they've played 10,000 hours of video games, the same amount of time they've spent in school. Because of this, they're more likely to respond to the use of games in other settings, like the classroom. This is called gamification, or applying game principles to non-game situations. Gamification is more likely to be successful today because students are more willing to be active participants in its implementation. They naturally gravitate to the aesthetics of games and immediately understand and respect their mechanics and rules.

The teachers at Bowman are dedicated to doing whatever it takes to teach our kids. This includes keeping up with 21st century learning practices and gamification in the classroom. Our demographic of at-risk students benefit greatly from Gamified Learning Environments and an all-in-one, well-polished system like Classcraft delivers all of the tools necessary to serve our population's changing learning needs.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship between Educational Resources of School and Academic Achievement), they shared that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. The relationship between socioeconomic features and academic achievement has been extensively studied within national and international context in recent years (Tomul & Savasci, 2012). However, there is a dearth of the studies about the relationship between educational resources of school and academic achievement. Educational resources are of vital importance in terms of its role in attaining educational aims and objectives. In this sense, educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Teacher Licenses - 5 @ \$96 each
(OBJ 5840)

Amount:

480.00

Available Balance:

480.00

Federal 19-20 Title I, Part A - Allocation

5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.30 Stress Reliever Bulldogs

According to our student survey, 49% of Bowman's students report feeling "a great deal of stress" on a daily basis. And 26% of Bowman students have been diagnosed with depression. Students experiencing stress have increased feelings of irritability and anger which leads to increased outbursts leading to increased behavior referrals. Students with behavior referrals miss class time. Stress can also lead to a student's inability to focus during class time.

Through the purchase and use of stress relievers, students will be able to practice controlling how they react to daily stress, calm their minds and bodies, and develop critical stress management skills, allowing them to re-focus and stay in class more often with increased coping mechanisms.

In the article <https://www.verywellmind.com/tips-to-reduce-stress-3145195>, they share that from minor challenges to major crises, stress is part of life. And while you can't always control your circumstances, you can control how you respond to them. When stress becomes overwhelming, or it's chronic, it can take a toll on your well-being. That's why it's important to have effective stress relievers that can calm your mind and your body. There isn't a one-size-fits-all option when it comes to stress relief, however. What works for one person might not work for another. And what works for you at home might not be an option when you're at work or in the community (dancing around your living room might be helpful but dancing in the grocery might not be). So it's important to have a variety of stress relief tools at your disposal. Then, you'll be able to pick a strategy that works best for your current circumstances.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Bulldog Stress Relievers - 500 @ \$2.90 each + sales tax and shipping (OBJ 4310)</p> <p>Amount: 1782.00</p> <p>Available Balance: 1782.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
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Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.31 Remind School Plan

Remind School Plan will allow staff to communicate with everyone in the school community, students and parents, instantly from phone or computer via text message or voice calls. Teachers and staff will be able to engage hard-to-reach parents to increase parent turn out at events. Custom messages can go out to students encouraging attendance. Communication logs will allow staff to better track communication with stakeholders. Remind will sync to Infinite Campus for a school-wide roster.

Bowman's school-wide absent rate of 12.5% with 9.39% of students being defined as truant. 95% of Americans own a cell phone; however, only 25% of phones calls sent out on Blackboard Connect result in a live delivery. Many parents are working and unable to be at home to ensure their student is up on time to be at school on time. Many parents and students do not check email on a regular basis nor do they answer their phone or check voicemail.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship between Educational Resources of School and Academic Achievement), they shared that it is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. The relationship between socioeconomic features and academic achievement has been extensively studied within national and international context in recent years (Tomul & Savasci, 2012). However, there is a dearth of the studies about the relationship between educational resources of school and academic achievement. Educational resources are of vital importance in terms of its role in attaining educational aims and objectives. In this sense, educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Remind School Plan
(OBJ 5840 or 5810)

Amount:
2000.00

Available Balance:
2000.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.32 Inflatable Film Screen and Projector (Summer or Fall Semester)

Being able to have assemblies that involve the entire student body allows Bowman to engage students in learning, connect them to school, and effectively communicate information in a timely manner. Modern assemblies routinely have an audio/video element that enhances the message intended for students. Bowman has not had the means to facilitate that audio/video element outside of the individual classrooms for all students school-wide.

Bowman's School Climate survey revealed that students want to incorporate assemblies and outdoor instruction school-wide. Large scale assemblies allow schools to get a message across and have an intimate feel in the process. They are good for overall school morale and help to unify and align the school with messages and purpose.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship between Educational Resources of School and Academic Achievement), they shared that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. The relationship between socioeconomic features and academic achievement has been extensively studied within national and international context in recent years (Tomul & Savasci, 2012). However, there is a dearth of the studies about the relationship between educational resources of school and academic achievement. Educational resources are of vital importance in terms of its role in attaining educational aims and objectives. In this sense, educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
23' Wide Inflatable Film Screen
(OBJ 4310)

Amount:
400.00

Available Balance:
400.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
Epson PowerLite Projector
(OBJ 4410)

Amount:
1800.00

Available Balance:
1800.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.33 High Speed Charging Stations (Summer or Fall Semester)

Personal electronics in the classroom have been proven again and again to be academically distracting, even if sitting passively on a desk or in a student's pocket. Removing the student's cell phone from their person with the promise of it being charged at the end of the class period allows the student to focus on learning and the teacher to focus on teaching without the phone getting in the way.

Our School Climate survey said that one of the major sources of distraction in the classroom was a student's cell phone. Giving students a safe alternative to keeping their cell phone on their immediate person to putting their personal electronics on a charger allows the classroom to function distraction free. A portable charging station gives the teacher a positive solution for dealing with student cell phones preemptively with no fuss and no disciplinary issues.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship between Educational Resources of School and Academic Achievement), they shared that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. The relationship between socioeconomic features and academic achievement has been extensively studied within national and international context in recent years (Tomul & Savasci, 2012). However, there is a dearth of the studies about the relationship between educational resources of school and academic achievement. Educational resources are of vital importance in terms of its role in attaining educational aims and objectives. In this sense, educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Charging Stations - 10 @ \$41.99 plus sales tax (OBJ 4310)

Amount:

150.00

Available Balance:

150.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.34 Digital Marquee

A digital marquee enables Bowman staff to reach out to more people (students, parents, family, and community members) with more information quickly and efficiently.

Parent, family, and community involvement in education correlates with higher academic performance and school improvement as discussed in Parent, Family, Community Involvement in Education, NEA Education Policy and Practice Department, 2008, PB11, (summary below)

A research-based framework, developed by Joyce Epstein of Johns Hopkins University, describes six types of involvement - parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community - that offer a broad range of school, family, and

community activities that can engage all parties and help meet student needs. Successful school-parent-community partnerships are not stand-alone projects or add-on programs, but are well integrated with the school's overall mission and goals. Research and fieldwork show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success. <https://www.nmefoundation.org/resources/public-understanding-demand/how-family,-school,-and-community-engagement-can-i>

Some of the strategies that were found to be most related to student achievement include engaging parents in their children's learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their own education or their child's education, and providing families with opportunities to engage with their children's education at home and at school. Schools that reach out to families and the community and build strong parent-school relationships also were found to have a positive impact on students. Situations in which parents had high educational goals and aspirations for their children, and children who perceived that their parents support their education were found to positively affect students as well.

In the article

https://www.nspr.org/files/docs/Strong_Communication_Students_School_Success.pdf, they share that the research is clear that communication plays an important role in the type and quality of parent/community involvement. In *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, key characteristics associated with academic improvement include high standards and expectations for all students and curriculum, effective leadership, focused professional development, frequent monitoring of teaching and learning, and parent and community involvement (Henderson & Mapp, 2002). The importance of establishing and maintaining meaningful, direct, two-way communication between schools, parents and the community is one of the defining features of effective parent and community involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Digital Marquee
(OBJ 6410)

Amount:
64,568.00

Available Balance:
64,568.00

Federal 19-20 Title I, Part A - Allocation
6000-6999: Capital Outlay

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.35 California Association of Student Leaders (CASL) Development Day

This field trip for 25 students and 2 chaperones to Somerset High School will allow students to learn leadership skills to bring back to campus to increase team-work and positively affect school culture. Ultimately, this improves student achievement school-wide. The day-long event utilizes experiential learning activities to unite students and develop lifelong skills. The curriculum is centered around learning effective communication, cultural competencies, connecting to others, individualism vs. collectivism, expanding the leadership base, perseverance, and courage to become the best version of yourself. Students that are engaged in school activities and school culture also increase in academic achievement. Students at Bowman have a critical need to develop all these skills as well as the ability to advocate for others, have a positive influence on their peers, and become future leaders through increased collaboration, communication, and critical thinking.

Field trips can enhance students' desire to be more engaged, attend school more regularly, and work harder; therefore, producing better assessment results and increased student achievement. This particular field trip should help improve students' college / career readiness skills with its focus on collaboration, teambuilding, communication, and determination - which are all transferable work-place skills.

In the article "Research: School Field Trips Give Significant Benefits" (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Student Registration Fee - 25 @ \$25 per student
(5810)

Amount:
625.00

Available Balance:
625.00

State Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And Operating Expenditures

<p>Description: Teacher Substitute - 1 @ \$125 per day (OBJ 1160)</p> <p>Amount: 125.00</p> <p>Available Balance: 125.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits @ 21.4% (OBJ 3XX1)</p> <p>Amount: 27.00</p> <p>Available Balance: 27.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>
<p>Description: Classified Employee - Additional Hours - 2.5 hours @ \$25 per hour (OBJ 2130)</p> <p>Amount: 63.00</p> <p>Available Balance: 63.00</p>	<p>State Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Employee Benefits @ 31.2% (3XXX)</p> <p>Amount: 20.00</p> <p>Available Balance: 20.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>
<p>Description: Transportation - 1 Bus (OBJ 5710)</p>	<p>State Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs</p>

Amount:
700.00

Available Balance:
700.00

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.36 Field Trip to Olvera Street / Adobe House / Union Station Metro

36 students and 4 chaperones - to increase student engagement and provide real world experiences. Students will learn about California Hispanic culture, experience various forms of public transportation, and explore historical areas of Los Angeles related to Hispanic cultural heritage. Bowman has a uniquely high percentage of Hispanic students who have also had very little opportunity to travel outside their local community or connect with their cultural heritage. Very few students have the financial means within their families to travel regularly, or experience life outside their immediate neighborhoods. Bringing cultural appreciation and relevance to learning is critical in developing students' ability to connect school with their ideas about future success opportunities.

Field trips can enhance students' desire to be more engaged, attend school more regularly, and work harder; therefore, producing better assessment results and increased student achievement.

In the article "Research: School Field Trips Give Significant Benefits"

(<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said.

"This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: Admission Fee - Guided Tour - 42 @ \$20 each (OBJ 5810)</p> <p>Amount: 840.00</p> <p>Available Balance: 840.00</p>	<p>State Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Teacher Substitutes - 4 @ \$125 per day for 1 day (OBJ 1160)</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>State Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits @ 21.4% (OBJ 3XX1)</p> <p>Amount: 107.00</p> <p>Available Balance: 107.00</p>	<p>State Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits</p>
<p>Description: Transportation - Train tickets (OBJ 4310)</p> <p>Amount: 800.00</p> <p>Available Balance: 800.00</p>	<p>State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies</p>
<p>Description: Food - 40 @ \$10 each (OBJ 4322)</p>	<p>State Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies</p>

Amount:
400.00

Available Balance:
400.00

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.37 We're Better Together / Stepping Up to Success Workshop

This workshop will train up to 50 students during a 4.5 hour workshop. The Leadership Inspirations workshop, "We're Better Together / Stepping Up to Success", will promote a positive, inclusive climate on campus, thereby increasing student achievement as a result. Student leaders will learn how to engage all students in school activities. Students that attend the workshop will further develop their leadership skills as well as learn how to work together as a team to plan and execute school events and activities. Students at Bowman typically have little to no leadership experience, and they often lack team-building and collaboration skills. They have a critical need to develop skills that will make them successful in college and careers. Trainings such as this workshop will provide focused, intentional strategies in how to build these skills personally and learn how to work together as a team at the same time for their personal growth and the betterment of their entire school.

In the article <https://thehighlyeffectiveteacher.com/6-ways-to-build-a-positive-classroom-culture/>, they share that using effective, evidence based teaching and learning practices prepares classes by considering how students best learn. Schools should provide relevant and engaging curriculum, presented in interesting and student-centred ways. The literature review Building Resilience in Children and Young People from Helen Cahill et al, states that school connectedness contributes to positive mental health outcomes for students. The pedagogical characteristics of schools that demonstrate effective connectedness are the use of cooperative learning strategies, hands-on activities and variety of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Workshop for up to 50 students
(5810)

Amount:
1650.00

State Comprehensive Support and Improvement
(CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Available Balance:
1650.00

Description:
Food
(OBJ 4322)

Amount:
200.00

Available Balance:
200.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Description:
Teacher Substitute - 1 @ \$125 per day
(OBJ 1160)

Amount:
125.00

Available Balance:
125.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description:
Substitute Benefits @ 21.4%
(OBJ 3XX1)

Amount:
27.00

Available Balance:
27.00

State Comprehensive Support and Improvement
(CSI)
3000-3999: Employee Benefits

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.38 Jersey Mike's Field Trip

This field trip would allow approximately 40 students and 2 chaperones to go to Jersey Mike's, and learn about restaurant management. Allowing culinary students to go on field trips to restaurants and other hospitality / culinary locations allows them to experience the "5 field trip purposes" noted

below and connect school curriculum to real life experiences. Field trips can enhance students' desire to be more engaged, attend school more regularly, and work harder; therefore, producing better assessment results and increased student achievement.

"A Review of Research on School Field Trips and their Value in Education" by International Journal of Environmental and Science Education states "Field Trips should be planned for 5 purposes: (1) provide experience; (2) stimulate interest; (3) add relevance; (4) strengthen observation skills; and (5) promote personal / social development."

In the article "Research: School Field Trips Give Significant Benefits" (<https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits>), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."

*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Transportation - Bus
(OBJ 5710)

Amount:
500.00

Available Balance:
500.00

State Comprehensive Support and Improvement
(CSI)
5700-5799: Transfers Of Direct Costs

Description:
Teacher Substitutes - 2 @ \$125 per day for 1
day
(OBJ 1160)

Amount:
250.00

Available Balance:
250.00

State Comprehensive Support and Improvement
(CSI)
1000-1999: Certificated Personnel Salaries

Description:
Substitute Benefits @ 21.4%
(OBJ 3XX1)

Amount:
54.00

Available Balance:
54.00

State Comprehensive Support and Improvement
(CSI)
3000-3999: Employee Benefits

Description:
Lunch
(OBJ 4322)

Amount:
250.00

Available Balance:
250.00

State Comprehensive Support and Improvement
(CSI)
4000-4999: Books And Supplies

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.39 SMORE newsletter online subscription (Fall Semester)

Bowman staff and students will utilize the SMORE online program to create weekly newsletters publicizing events, activities, accomplishments, and great things happening at Bowman, for parents and staff. This newsletter allows Bowman students and staff to reach out and connect with the school community, and engage and involve parents and family members in their students' education. Parent involvement and active participation is a challenge for many of our students' families. Many of our families want to be involved, but lack the communication skills to talk openly with their students and vice versa. Two-way meaningful communication is challenging for our at-risk students. Through this engaging publication, parents will be kept up-to-date on how their students are doing, activities happening on campus, great student accomplishments to celebrate, and additional ways for families to be involved in supporting their students' education.

In the article

https://www.nspra.org/files/docs/Strong_Communication_Students_School_Success.pdf, they share that the research is clear that communication plays an important role in the type and quality of parent/community involvement. In *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Key characteristics associated with academic improvement include high standards and expectations for all students and curriculum, effective leadership, focused professional development, frequent monitoring of teaching and learning, and parent and community involvement (Henderson & Mapp, 2002). The importance of establishing

and maintaining meaningful, direct, two-way communication between schools, parents and the community is one of the defining features of effective parent and community involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
SMORE Online Subscription
(OBJ 5840)

Amount:
200.00

Available Balance:
200.00

Federal 19-20 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 41

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.40 - Physical Education Supplemental Materials - Golf Equipment - (Priority Level 2 to be funded upon receipt of additional funds)

Purchase supplemental supplies and materials above the regular needs of the physical education classes. Since Bowman has a smaller student body population, the school formula account is not as plentiful as all the other comprehensive schools. Therefore, there is an inequity in resources for funding supplemental activities and supporting well-rounded programs. Often times, there are no additional funding source options. The physical education program at Bowman is an excellent way to provide students with daily exercise, brain breaks, opportunities to develop teamwork skills, positive peer interactions, and lifelong good habits for health and nutrition. All of those have a direct impact on student achievement, health and wellness, positive attitudes, and connectedness to school. We need supplemental supplies to provide students with additional opportunities to learn skills appropriate to their personal interests that they can carry on into adulthood.

In the article <https://files.eric.ed.gov/fulltext/EJ1067588.pdf> (The Relationship Between Educational Resources and Academic Achievement), they share that It is endorsed that academic achievement of students is related to individual differences between students, socioeconomic features in which they grow up, and educational resources of students' current school. Somers (2001) reported positive effects of student-teacher ratio, educational materials, library size, and teacher education on learning outputs. For effective learning, some studies in low-income countries emphasize the significance of human and financial resources that include sub-construction of schools, classroom size, teacher experiences, teacher abilities, and educational materials (Fuller & Clarke, 1994; Heyneman & Loxley, 1983).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Golf Balls and Tees - 2 @ \$64.95 + sales tax
(OBJ 4XXX)

Amount:
142.00

Available Balance:

Description:
Golf Clubs - 2 @ \$159 + sales tax
(OBJ 4XXX)

Amount:
350.00

Available Balance:

Description: Target Nets - 2 @ \$159 + sales tax (OBJ 4XXX) Amount: 350.00 Available Balance:	
Description: Gold Pack - 1 @ \$2,200 + sales tax (OBJ 4XXX) Amount: 2310.00 Available Balance:	

Strategy/Activity 42

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description: Amount: Available Balance:	
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Strategy/Activity 43

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:	
Amount:	
Available Balance:	

Strategy/Activity 44

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:	
Amount:	
Available Balance:	

Strategy/Activity 45

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Bowman High School will be served by this strategy / activity since 100% of Bowman students are at-risk.

Strategy/Activity

3.41 - Motivational Speaker - (Priority Level 2 to be funded upon receipt of additional funding)

Our students are dealing with many challenges. A motivational speaker will be able to connect with them and encourage them to develop skills to overcome challenges and obstacles in life to continue to move forward. Bowman staff will review the needs assessment at the beginning of the

year to determine exactly what speaker will be best to address the most pressing needs of our students at that time.

In the article "Professional Development Value" (<https://successencourager.wordpress.com/2018/03/26/professional-development-value/>), the author states "Continuing to learn new skills and enhance the ones you have helps you be more productive but it also brings about a sense of pride and creativity."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Speaker Fee
(OBJ 5810)

Amount:
2500.00

Available Balance:

Description:
Travel expenses
(OBJ XXXX)

Amount:
1000.00

Available Balance:

Strategy/Activity 46

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 47

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 48

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 49

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:	
Amount:	
Available Balance:	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,783.00
Total Federal Funds Provided to the School from the LEA for CSI	\$172,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$278,979.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Federal 18-19 Title I, Part A - Allocation	\$2,811.00
Federal 19-20 Title I, Part A - Allocation	\$99,538.00
Federal 19-20 Title I, Part A - Parent Participation	\$1,245.00

Subtotal of additional federal funds included for this school: \$103,594.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$3,385.00
State Comprehensive Support and Improvement (CSI)	\$172,000.00

Subtotal of state or local funds included for this school: \$175,385.00

Total of federal, state, and/or local funds for this school: \$278,979.00

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Federal 17-18 Title I, Part A -	6,104.00	6,104.00
Federal 17-18 Title I, Part A -	972.00	972.00
Federal 18-19 Title I, Part A -	24,968.00	22,157.00
Federal 18-19 Title I, Part A -	1,107.00	1,107.00
Federal 19-20 Title I, Part A -	99,538.00	0.00
Federal 19-20 Title I, Part A -	1,245.00	0.00
State Comprehensive Support and	172,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	3,385.00
Federal 18-19 Title I, Part A - Allocation	2,811.00
Federal 19-20 Title I, Part A - Allocation	99,538.00
Federal 19-20 Title I, Part A - Parent Participation	1,245.00
State Comprehensive Support and Improvement (CSI)	172,000.00

Total Expenditures by Object Type

Object Type	Total Expenditures
	3,385.00
1000-1999: Certificated Personnel Salaries	51,308.00
2000-2999: Classified Personnel Salaries	1,678.00
3000-3999: Employee Benefits	11,513.00
4000-4999: Books And Supplies	59,755.00
5000-5999: Services And Other Operating Expenditures	43,540.00
5700-5799: Transfers Of Direct Costs	5,830.00
5800: Professional/Consulting Services And Operating	37,402.00
6000-6999: Capital Outlay	64,568.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
April Soria	Classroom Teacher
Eran Zeevi	Principal
Eleuteria Hernandez	Parent or Community Member
Ravinder Athwal	Classroom Teacher
Gavin Campero	Secondary Student
Rocio Benavides	Other School Staff
Christine Desuse	Classroom Teacher
Sunita Stayman	Parent or Community Member
Esperanza Miramontes	Secondary Student
Angel LuQue	Secondary Student
Ivan Printsian	Secondary Student
Elizabeth Ramirez	Parent or Community Member
Gabriel Richards	
Stacey Killinger	Classroom Teacher
Rosa Villanueva	Other School Staff
Martha Quirino	Parent or Community Member
Jose Rosales	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Compensatory Education Advisory Committee
	Departmental Advisory Committee
	

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 22, 2019.

Attested:

	Principal, Eran Zeevi on April 22, 2019
	SSC Chairperson, Jennifer Nossaman on April 22, 2019