

Consolidated Program Assurances

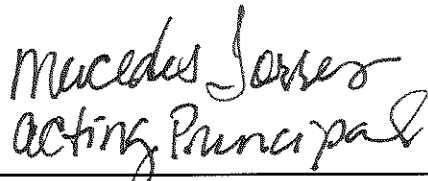

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Acting Principal - Mercedes Torres	X				
2. Chairperson – Ryan Von Hoyningen Heune		X			
3. Jessica Rodriguez			X		
4. Meagan Andrade		X			
5. Wilhem Durham		X			
6. Angela Contreras				X	
7. Lucy Moua				X	
8. Julia Thao				X	
9. Nicole Ramos				X	
10. Lilianna Caballero				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Bakman Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Acting Principal	Mercedes Torres	 Mercedes Torres acting Principal	04/04/2024
SSC Chairperson	Ryan Von Horningen Huene		04/04/2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Bakman - 0535

ON-SITE ALLOCATION

3010	Title I	\$90,585 *
7090	LCFF Supplemental & Concentration	\$282,825
7091	LCFF for English Learners	\$58,752

TOTAL 2024/25 ON-SITE ALLOCATION

\$432,162

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
Title I Parent Involvement - Minimum Required		\$2,684
Remaining Title I funds are at the discretion of the School Site Council		\$87,901
Total Title I Allocation		\$90,585

Bakman Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-53.3 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-71.6 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-122 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	26.6 %	28.8 %	2023-2024	29.9 %
SBAC Math - Average distance from standard	✓	0 pts	-67 pts	2023-2024	0 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-115.3 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	19.46 %	22.5 %	2023-2024	23.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Current 2023-2024 Actions overall implementation

Professional development-

- CIPL K-6 ELA instructional coach---provided PL focused on literacy (Fall and Spring buyback)
- Academic Coach ---provided MLD coaching, SBAC prep
- TSA-EL focus, ---provided ELD PL

RTI structures ---AmeriCorps provided one-on-one tutoring to K-1 students

Assessments (BPST, iReady, IAB, DIBLES, CFA's, etc.) ---were all implemented

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

Chronic absences and excessive tardies negatively impacted student performance. Some teachers provide extra tutoring (via supplemental contracts) while most don't.

Additionally,

- Ineffective interventions, due to focus, consistency and length of time provided
- Lack of differentiated instruction
- Knowledge of appropriate differentiated instruction
- Identification of needed skills
- Teacher training and needed PL
- Relevant data collection and analysis

Reading Specialist and teaching fellows ----*The Reading Specialist position was changed to TSA- reading intervention, as HR stated a Reading Specialist job code required a Reading Specialist credential or certification. The TSA and TF provided foundational reading skills for the lowest 15%of students utilizing Wonder Works, Phonics for Reading and Orton Gillingham. However, several Teaching Fellows found employment else, and it took time to find replacements.*

TSA—The second TSA served as test site coordinator (ELPAC, SBAC, iReady, FAS, etc.) EL representative, ELD and English Learners, implemented ELPAC goal chats, test prep, assessment administration, maintained required legal compliance and documentation.

Sunnyside regional work— *ILT continued with Integrated Literacy, but some felt the meetings were not beneficial.*

Write Tools to supplement Wonders ----*Bakman did not renew its contract, as staff was unsatisfied with the previous year's PD.*

Assessment Results

Average distance from standard

English Learners -72

AA-82%

Students with disabilities -122

All Students -67

SBAC ELA - percentage of students met/exceeded standard

English Learners 13.8%

AA 18.2%

Students with disabilities 10.6%

All students 28.8%

SBAC Math - Average distance from standard

All students -67

English Learners -81

Students with Disabilities -115

SBAC Math - percentage of students met/exceeded standard

English Learners 8.0%

Students with disabilities 9.2%

All students 22.5%

iReady Percentage Growth from D1 to D2

ELA

K +32% points

1st +20% points

2d +17% points
3rd +4% points
4th +3% points
5th +5% points
6th +11% points
Math
K +9% points
1st 11% points
2nd 10% points
3rd 6% points
4th 17% points
5th -1% point
6th +9% points

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Bakman developed a Literacy Team which included the two TSAs, Academic Coach, School psychologist and VP. Its purpose was to analyze data, identify areas of need, and develop small group interventions. The team met every 5 to 6 weeks, discussed skills addressed, progress monitoring, and identified students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

To address the disproportionality of low-performing student groups, Bakman's Literacy Team will develop a school-wide Tier II improvement model which includes subgroups desegregated data assist with planning appropriate programs, selecting evidence-based interventions and to utilize limited resources where they are needed most. The disaggregated data will inform Bakman's Literacy Team and staff as to program implementation and monitoring, provide measures of the effectiveness and equity of the program. This model will assist Bakman in answering the following questions, 1) Is there a gender or racial/ethnic outcome differences among students who participate in a particular evidence-based intervention? 2) Are students in particular grades or with certain teachers performing better, on average, than other grades? 3) Are AA/SWD/FS/EL students underrepresented in accessing and receiving services?

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

<p>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</p> <p>SSC-</p> <ul style="list-style-type: none">• Continue parent evening events• After school tutoring• During school-hours support• Encourage more parental involvement• Offer/have more school activities to increase attendance• Offer/have more school activities/ clubs to decrease misbehaviors	<p>2 ELAC:</p> <p>ELAC-</p> <ul style="list-style-type: none">• Continue offering tutoring• Parent meetings to provide strategies to help at home• Continue parent activities• Encourage more parent volunteers• Help for EL students during the day• Improve attendance	<p>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</p> <p>Staff-</p> <ul style="list-style-type: none">• TSAs to provide student interventions• Increase student incentives for good behavior/academics• Attendance incentives -perfect attendance• More school activities for students to participate• Grade level planning days• PD on early literacy-reading foundations• Continue offering SEL supports• DEI PL-• PL-around classroom management to increase positive behavior
--	---	--

Action 1

Title: Students will improve ELA Academic Performance

[Action Details:](#)

Bakman will implement a strategic Multi-Tiered System of Supports (MTSS) to improve students reading on grade level through:

Narrative:

Bakman Elementary as part of the Sunnyside Region prides itself on using a whole child approach to education that provides an equitable, culturally proficient learning environment for all students that emphasizes rigorous, high quality developmentally appropriate first best teaching and research-based interventions when necessary. By focusing on educating the whole child as well as embracing our families and community connections, every child in the region will be reading on grade level by the end of first grade. We will use multiple and continual learning and training opportunities to partner with families and provide them with resources to assist in promoting literacy and language development at home. The Sunnyside Region will use high quality, data informed instruction and intervention practices and by doing so we will close the achievement gap for the students in our region.

Assessment Review

Assessments Being Used: iReady, DRDP, ECERS, TK/K FSA, DIBELS 8, IDEL, Phonics Survey/BPST, BAS (Regional Assessment Team will choose assessments to be administered three times a year as a universal screener and which assessments can also be utilized as a diagnostic assessment of foundational literacy skills). Regional Assessment Team will consist of a team within our literacy team that will review the assessment results and identify trends in the region and areas of need. The team recognizes that every student, including students with diverse learning needs will receive assessment of early literacy skills. This includes English learners, Dual Language instruction, and students with disabilities.

Tier 1: Review universal screening data gathered for every student at least three times per year. The regional literacy team will determine trends in basic foundational skill acquisition to make decisions on resource allocation and identification of intensive needs. Each site level literacy team will review these data from multiple measures to ensure each students' needs are identified.

Tier 2: Review progress monitoring data from those students receiving targeted interventions in foundational literacy skills. The regional literacy team will determine a calendar of intervention check points to review regional progress monitoring data as well as specific site level analysis. Teams can use these data to determine appropriate changes in resource allocation at school sites as well as changes to intervention groupings. Site level literacy staff including instructional leaders, literacy intervention staff, and specialized support staff (reading TSA, School, Psychologist, Special Education teachers)

Tier 3: Review progress monitoring data from students receiving intensive interventions in foundational literacy skills. The regional literacy team will support school site literacy teams with data analysis, resource allocation and the

problem-solving process

Pillar 1: Preschool through Grade 1 Instruction

Sunnyside region has a robust multi-tiered system of support that ensures that there is high quality instruction present at all levels. This includes having a systematic approach to identifying students for interventions, quality assessments to measure student progress. PLC teams will go through the CCI process to ensure instruction is informed by data.

High quality structured Dual Immersion programs to promote biliteracy, will be implemented in grades preschool through 6th at Burroughs and Herrera Elementary.

‡ Theory of Action:

- Preschool through first grade: Students will be reading grade[1] level text based on content level literacy with an emphasis on oral language and the science of reading to learn foundational reading skills.
- Second through sixth grade: Students will read grade level complex text, answer complex questions stems, and use academic discourse to support comprehension as part of a balanced literacy approach. ? Seventh-twelfth grade: Students will target levels of literacy that are discipline specific. Transitions will begin through the ability to listen and speak with subject specific language, the focus will be on vocabulary, sentence framing and questioning, entering and developing discipline specific conversations. Reading will emphasize identification of subject-specific texts through nuances, text structures, and style. Writing will reflect the discipline specific identifiers studied in reading within the discipline.

‡ Teachers will engage in professional learning communities where they are focused on supporting each other in developing collective efficacy, sharing best practices and analyzing student data to inform instructional moves that drive academic excellence. Teachers create extension and intervention plans in response to data from assessments.

‡ On-going professional development to develop effective evidence based instructional practices.

Pillar 2: High Quality Supports

‡ Instructional Supports-Sunnyside utilizes high quality instructional supports such as, teachers on special assignments (TSA), school psychologists, instructional coaches, certificated tutors, district literacy coaches, induction coaches and extended learning resources to support the instruction in the classroom. These supports include but are not limited to: data monitoring, push in supports and coaching cycles for Tier One instruction.

‡ Professional Learning-The region will provide a variety of Professional Learning Opportunities for all teachers based on site/region and site specific identified literacy needs.

‡ ELD Support -Designated ELD instruction at the primary and secondary level. ELD extended day intervention will be provided for students in grades K-6th grade for students classified as LTELs and "at risk", at the elementary level. ELD intervention period will be provided at the middle school level..

‡ Tier 3- High quality tier 3 supports will be provided for students who are reading two or more levels below grade level. Interventions will be informed by student data and instruction will be differentiated. This will include students with an Individualized Educational Plan (IEP) will receive the necessary support and resources to ensure they meet their goals. ?

Pillar 3: Family and Community Partnerships

Community partnerships through vendors such as Teaching Fellows, Americorps, Extended Learning, and Parent University, support the Every Child Is a Reader, Our Comprehensive Literacy Plan 2023-24 to 2027-28 140 work and extend the learning beyond the classroom walls.

The region provides access to high-interest resources and literacy opportunities for families via one-to-one student devices in both English and Spanish through SORA, I-Ready My Path, Accelerated Reader, Wonders Online, Springboard, and Scholastic F.I.R.S.T. and W.O.R.D.

Family engagement throughout with the support of Home School Liaison, parent engagement events, and other community partners help bridge the communication gaps from school to home

- Professional development
- RTI structures led by Bakman's Literacy Team
- Assessments (BPST, iReady, IAB, DIBLES, CFA's, etc.)
- Reading Specialist and Teaching Fellows will focus on foundational reading skills for the lowest 15% of students utilizing Wonder Works, Phonics for Reading and Orton Gillingham, and other Sunnyside Regional Literacy Plan vendors.
- Instruction at a high level of rigor as supported by our Academic Coach and PL.
- AmeriCorps tutoring (free of charge)

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

ELPAC assessment

English Learner Progress Monitoring via Ellevation

RFEP Monitoring

DIBLES 3 times a year (Fall/Winter/Spring) K-3

iReady Testing 3 times a year (Fall/Winter/Spring) K-6

IABs Testing (Fall/Winter/Spring)

SBAC state testing (Spring)

Ongoing Teacher Formative Assessments (CFA's)

Provide feedback utilizing the IPG

IPG-Focus on Tenets 1, 2 and 3.

Ca. School Dashboard

[Owner\(s\):](#)

Teachers,

Administrators,

Sunnyside Region/ILT

Coaches and Support Staff

Parents

TSA

Psychologist

Academic Coach

Reading Specialist

[Timeline:](#)

Quarterly check-in's with Lead Teachers

Multitiered Instruction (TI,II,III)

Implement Universal Design strategies/scaffolds for all students in the classroom. All students will receive high quality instruction and supports designed and differentiated aligned to state standards. Utilize the three base components in Wonders (3 Stories, Close Reading Companion and Write to Sources). Implement cooperative group learning; total class, independent students, partners, and small groups. Includes reading, writing, listening and speaking. Academic Coach will also support teachers in the classroom with MTSS.

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

Direct Instructional Services to students will include the Baseline Core Instructional Expectations which include;

- Wonders -Guaranteed & Viable Curriculum
 - Anchor & Paired Texts (Literature Anthology)
 - Reading/Writing Workshop
 - Literature Big Books (K-1)
 - Foundational Skills Sequence
 - Decodable Readers (through 2nd)
 - Close Reading Companion
 - Writing Instruction

- Assessments from Wonders
- Your Turn Practice Books
- Leveled Readers
- ELD Companion
- Reading Lab intervention for neediest students according to DIBELS and iReady data sources

Provide;

1FTE TSA

Fund for .49FTE Certificated Tutor

1 Reading Specialist for Reading Lab funded through SS Regional Literacy Plan

Fund for 4+ Teaching Fellows for Reading Lab

Daily iReady ELA instruction (independent or small group)

Teacher Supplemental Salaries (tutoring, etc.)

Fund for PL textbooks

Fund for Subs for PL

Fund for Subs SST parent/teacher collab meetings-

Fund for Grade Level Planning Days (3)

Fund for supplemental contracts for CC Team Planning Days*

Provide for paper, journaling and writing supplies needed, website licenses (DIBELS, other online resources), materials and supplies, etc.

Technology to support instructional program

Direct Maintenance

Direct Graphics

Office Equipment Lease-Ricoh

DIBELS mClass Online Subscription through Sunnyside Lit. Plan funds

PL on iReady

Food/Snacks for Assessment Windows

Academic/Attendance Incentives

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population performed at the high level in areas of according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

4. As a site: What are planned actions to support English learner students?

English Learner student population performed at the high level in areas of according to the CA Dashboard. However, Bakman will continue to implement the following to help ELs improve academically.

Consistent analysis of English Learner students' academic performance data

Consistent analysis of English Learner students' performance during Common Core Reading instruction and ELD.

Utilize ELPAC Practice Tests to prepare students in individual and group settings prior to the exam

Focus on Tenet 1,2, 3 on IPG

Identify Target students for Reclassification in current year and for the following year.

ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students

Conduct ELPAC chats fall, mid-year, and spring to coincide with ELPAC, iReady and state testing.

Data Sharing with all stakeholders at all Reclassification windows

EL Student Progress Data will be analyzed in PLCs to coincide with ELPAC and iReady testing results.

Report out and share EL student performance data at Regional Cycles of Review, several times during the year.

English Learners will be provided with designated instruction daily at their proficiency level

Implement grade-level Wonders' English Learner curriculum

Implement ELD strategies based on students' language proficiency level.

Focus on "Part 2" of ELD standards

Identify "At Risk and LTELLS" and monitor progress

MTSS Implementation

[Food/Snacks for Assessment Windows](#)

[Attendance Incentives](#)

[Transportation \(fieldtrips\)](#)

Utilize CAASPP ELA practice tests

Implement CAASPP ELPAC Practice Tests

Implement strategies for Listening, Reading, Speaking and Writing

AA

ELA 18.2% SBAC Met/Excd/Stnd

ELA 16.3% iReady Met/Excd/Stnd

SWD

ELA 10.6% SBAC Met/Excd/Stnd

ELA 11.5% iReady Met/Excd/Stnd

Homeless

ELA 0% SBAC Met/Ex/St

ELA 0% iReady Met/Excd/Stnd

Hispanic

ELA 28.2% SBAC Met/Ex/St

ELA 25.8 iReady Met/Excd/Stnd

EL Students

ELA 13.8 SBAC met/exceeded Stnd

ELA 12.6% iReady Met/Excd/Stnd

Foster Youth

ELA 0% SBAC Met/Excd/Stnd

ELA 0% iReady Met/Excd/Stnd

Asian

ELA 33% SBAC Met/Ex/St

ELA 29.5% iReady Met/Excd/Stnd

SES

ELA 26.6% SBAC Met/Excd/Stnd

ELA 25.6% iReady Met/Excd/Stnd

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

Funding for 4+ Teaching Fellows for Reading Lab

Teacher Supplemental Salaries (tutoring, etc.)

Technology to support instruction

Online Subscriptions to improve achievement

Fund for Subs SST parent/teacher collab. meetings

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (all groups) through

1FTE TSA-support English Learners

Fund for PL textbooks

Fund for Subs for Staff PD /Gr. Level Planning

Student Incentives to encourage academic improvement

Materials & Supplies

Fund for .49FTE CT to implement Tier II interventions

4. As a site: What are planned actions to support this student group? For all groups,

Grade levels will choose assessments (iReady, DRDP, ECERS, TK/K FSA, DIBELS 8, IDEL, Phonics Survey/BPST, BAS, Regional Assessment) to be administered three times a year as a universal screener and assessments can also be utilized as a diagnostic assessment of foundational literacy skills.

AmeriCorps tutors will provide 1 on 1 tutoring to K-2 students focusing on early literacy foundations.
Tutoring paid through supplemental contracts to volunteering teachers.
We will monitor our SWD, AA and EL Students progress specifically on all assessments.
TST will prescribe Tier 1 and 2 interventions as appropriate for academic and social-emotional identified needs.
PLC weekly meetings to analyze data, monitor and plan for interventions
Academic Coach to implement cycles with teachers, conduct demo lessons, provide identified PD
Food/Snacks for Assessment Windows
Implement CAASPP ELA/Math Practice Tests
Use of Common Core Companion; " The Gist"

Action 2

Title: Improve Math GL academic performance at Challenging Levels.

[Action Details:](#)

Bakman will continue to deliver high level comprehensive math instruction to all students by:

- Using Go Math Curriculum as supported by Academic Coach
- Utilizing MLD strategies in 3-6 Grade as supported by our Academic Coach
- Using Reflex Math to continue to build fluency
- Referring to District Math Quarterly Planners for rigorous supplemental materials to our GVC Go Math

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Analyze SBAC Math results and plan for instruction.
- Administer and analyze iReady Math diagnostic results and plan for instruction (3x per year).
- Utilize iReady Math monitoring reports.
- Goal set with students on their iReady progress before each diagnostic administration.
- Implement formative assessments, and analyze results within CFAs (One Per Math Chapter)
- Administration will continue to use the Instructional Practice Walks Math tool during classroom walkthroughs (Weekly)
- Implement SBAC Interim Assessment Blocks each quarter and analyze data to plan for re-teaching
- Utilize SBAC online Practice tests before SBAC
- CA and District School Dashboard

Owner(s):

Principal
Vice principal
TSA
School Academic Coach
Teachers

Timeline:

Quarterly Check-in's with each Grade Level Lead

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

Daily Guaranteed & Viable Curriculum instruction, which includes the following baseline core expectations;

- Math Dept. PL, resources and supports
- Math Lesson Design (MLD 3-6)
- Provide subs for staff members involved in MLD professional learning
- Strategies and Practice for Skills and Facts Fluency (K-3)
- Getting Ready for Smarter Balanced Assessment (Elementary)
- Chapter Performance Assessment Tasks Embedded in Scope and Sequence
- Critical Area Performance Assessment Tasks Embedded in Scope and Sequence
- Food/Snacks for Assessment Windows
- Utilize FUSD Math quarterly planner
- Daily iReady Math instruction (independent or small group)
- Create common formative assessments utilizing SBAC IAB
- Provide Math support for identified struggling students through MTSS
- Provide differentiated instruction based on student strengths/needs
- Utilize iReady screeners
- School Academic Coach focused on Math
- PL presented by School Academic Coach
- IA will provide math support in Kindergarten classes
- Provide for paper, journaling and writing supplies needed, website licenses, materials and supplies, etc.
- Parent-Teacher communication Planners for grades 3-6 (Global Date Books)
- Nicky's folders-parent communicators-for K-2.
- Needed Technology to support instructional program
- Fund for PL textbooks
- Fund for Subs for PL
- Fund for Subs for Grade Level Planning Days
- Fund for on-line licenses others as needed

- Fund for 4+ Teaching Fellows to support classrooms
- Fund for Subs for parent/teacher collab. meetings
- Teacher Supplemental Salaries (tutoring, etc.)
- Provide for Direct Maintenance
- Provide for Direct Graphics
- Provide for Office Equipment Lease-Ricoh
- Utilize Math Progressions
- Use Swan Math and MLD PL
- Utilize Math lesson design videos
- Utilize Reflex Math
- Academic Coach Support
- Student incentives

Implement Multi-tiered strategies (Tier I, II, III)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the **CA Dashboard** and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

EL Students

Math 8% SBAC Met/Excd/Stnd

Math 10.9% iReady Met/Excd/Stnd

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

Funding for 4+ Teaching Fellows

Teacher Supplemental Salaries (tutoring, etc.)

Technology to support instruction

Online Subscriptions to improve achievement (Reflex and FraxMath)

Fund for Subs SST parent/teacher collab. meetings

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Implement EL math strategies from Common Core Companion.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

AA

Math 15% SBAC Met/Excd/Stnd

Math 4.7% iReady Met/Excd/Stnd

SWD

Math 9.2% SBAC Met/Excd/Stnd

Math 10.7% iReady Met/Excd/Stnd

Homeless

Math 0% SBAC Met/Excd/Stnd

Math 0% iReady Met/Excd/Stnd

Hispanic

Math 20.7% SBAC Met/Excd/Stnd

Math 15.9% iReady Met/Excd/Stnd

EL Students

Math 8% SBAC Met/Excd/Stnd

Math 10.9% iReady Met/Excd/Stnd

Foster Youth

Math 0% SBAC Met/Excd/Stnd

Math 9.1% iReady Met/Ex St.

Asian

Math 31.8% SBAC Met/Excd/Stnd

Math 26% iReady Met/Excd/Stnd

SES

Math 20.8% SBAC Met/Excd/Stnd

Math 16.4% iReady Met/Excd/Stnd

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

Math Scope and Sequence, EL supports

Math vocabulary cards

Sentence frames

Graphic Organizers

Math Common Core Companion; Addressing St. Misconception & Common Errors

Implement EL math strategies from GoMath.

Implement online differentiated math program.

Check for understanding asking questions based on students language proficiency level.

Food/Snacks for Assessment Windows

Implement Math strategies for Listening, Reading, Speaking and Writing

Implement Si Swun Math

Implement Reflex and Frax Math

Implement the use of "Re-engagement" practice grade-level lessons for highly tested standards.

Math Common Core Companion; Differentiated instruction (Struggling st.)

Teacher Supplemental Salaries (tutoring, etc.)

Technology to support instruction

Online Subscriptions to improve achievement

Fund for Subs SST parent/teacher collab. meetings

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support ((all groups) by...

Funding for PL textbooks

Fund for Subs for Staff PD /Gr. Level Planning

Student Incentives to encourage academic improvement

Materials & Supplies

Fund for .49FTE CT to provide small group math interventions

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA. For all groups implement and utilize

- Math Dept. PL, resources and supports
- Math Lesson Design (MLD 3-6)
- Provide subs for staff members involved in MLD professional learning
- Strategies and Practice for Skills and Facts Fluency (K-3)
- Getting Ready for Smarter Balanced Assessment (Elementary)
- Chapter Performance Assessment Tasks Embedded in Scope and Sequence
- Critical Area Performance Assessment Tasks Embedded in Scope and Sequence

Implement Si Swun Math

Implement Reflex and Frax Math

Implement the use of "Re-engagement" practice grade-level lessons for highly tested standards.

Math Common Core Companion; Differentiated instruction (Struggling st.)

Implement online electronic math screener and accompanying differentiated math program during intervention time.

Utilize CAASPP Tools 4 Teachers (instructional resources, playlist) to identify lessons math skills, activities, tools, and lessons designed to enhance instruction.

Food/Snacks for Assessment Windows

We will monitor our SWD, AA and EL Students progress specifically on all assessments.

Implement use of academic discourse using math vocabulary

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor students/plan for CCT Also G1A2 No IEPS	22,068.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online subscriptions Also G1A2	3,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology Also G1A2	8,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	53,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA	161,608.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Add D. Zuniga Id 1029535 to this position Also G1A2	26,006.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maint. Also G1A2, G2A1, G3A1, G4A1,	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics Also G1A2	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Ricoh lease Also G1A2, G5A1-3, G4A1	25,000.00
G1A1	Sup & Conc	Attendance & Social Work Servi	Student Incenti			Incentives for Academic/ADA/Behaviors Also G1A2, G2A1, G3A1	4,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2400	Add D. Zuniga Id 1029535 to this position Also G1A2	24,967.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for teachers to plan/observe lessons Also G1A2, G4A1.	8,959.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Mat & Supplies for ELLs Also G1A2, G2A1, G3A1.	14,326.00
G1A1	LCFF: EL	Instruction	Student Incenti			: St. Incentives Also G1A2, G3A1, G2A1	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support instruction Also G1A2	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat & Supplies Also G1A1, G2A1, G3A1, G4A1, G5A1-3 No Food No Incentives	1,452.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs (12D) & GLP (3perTchr) No IEPs Also G1A1, G5A1-3	27,473.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Mat & Supplies Also G1A2, G3A1, G4A1, G5A1-3	28,738.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Subscription Online programs ELLS Also G1A1	3,500.00

\$424,097.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	99 %	86.5 %	2023-2024	99.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Current 2023-2024 overall implementation

CHAMPS, Class Meetings, Second Step—*Fully implemented*

Monthly Good Behavior Activities—*fully implemented*

Social Skills building; Character Counts Boys to Men, Girl Power Groups Culture Climate strategies—*fully implemented*

Restorative Practices—*not fully implemented, the RP Coach had excessive absences, so many small group interventions, circles, and classroom support did not occur.*

Goal 2 and CTE district-funded fieldtrips—*Fully implemented*

Climate & Culture Team—*fully implemented, held meetings, attended PD and summits, planned for PD, recommended necessary changes.*

Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain:

English Learners 85.5%

Students with disabilities 87.0%

All students 86.5%

Student Engagement

Bakman	TK	Storyland
Bakman	Kinder	Zoo
Bakman	1st Grade	Chaffee zoo

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

Goal 2 inequities stem from parents not allowing their children to attend out of town experiences

The following were key factors contributing to the disproportionality of low-performing students; SWD, Foster Youth, African American ELs, absences, which impacted student-centered and real-world learning experiences. Understanding data and the standards to plan T2 interventions. Responding to CFAs, and iReady data in a timely manner. "What will we do if students don't get it?" "What will we do if they already got it?" Understanding data and responding to it in a timely manner.

Severely absent

SWD: 28.4% Foster Youth: 9.1%, ELs; 20.6% Homeless: 33.3 (1 student count only) AA: 19.1%, SED 26.8%

Suspensions,

Foster 9.1%/ White 8%/ SWD 2.8%/ AA, 2.1%

Bakman	2nd Grade	zoo
Bakman	3rd Grade	Scout Island
Bakman	4th Grade	Zoo
Bakman	5th Grade	Tech Museum San Jose
Bakman	6th Grade	Calvin Crest Camp

Real World Learning Experiences

- 2nd Grade - Bricks 4 Kidz - CCR Experience
- 2nd Grade Cinderella Ballet
- 3rd Grade - Fresno State Farm Tour - CCR Experience
- 3rd Grade - United Skates of America - CCR Experience
- 4th Grade - Fresno Chaffee Zoo Career Lab
- 6th Grade - CTE Breakout Box - CCR Experience
- 6th Grade - Fresno City College - 6th Grade Experience
- 3rd-6th Kids Day
- Student leadership at different Parent Events

Sports

- 4th-6th; volleyball, football, basketball, softball, boys volleyball, soccer
- 3rd-6th cross country
- Meaningful Jobs

Music

- Band 4th-6th
- Choir 4th-6th
- Strings -4th-6th
- Recorders 4th
- Link-Up 4th

The site, as a whole implemented and practiced Culture Climate strategies' identified by the GROWLERS (CC team) 6th grade students attended Calvin Crest camp funded by Goal 2. Third grade students participated in CTE district-funded fieldtrips.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All grade levels planned for various learning experiences, as provided by Goal 2 and CTE. Such as weekly Second Step lessons and Classroom Meetings did occur. Our T2T Specialist created various skill-building groups (Girl Power, Boys to Men) which met weekly for a period of 6 weeks.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Bakman will continue Second Step lessons, Classroom meetings, Girl Power, Boys to Men and other skill-building groups. The Restorative Practice's Coach will continue to meet with small groups for restorative conversations. Students will participate in Goal 2 and CTE funded learning experiences and field trips. Bakman will restart all clubs; Peer mediators, sunshine committee students' club, technology club, hospitality club, among others. This information can be found Goal 3.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC members want to see an increase in student centered and real-world learning experiences.

2 ELAC:

ELAC members also want to see an increase in student centered and real-world learning experiences.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

SSC members want varied student centered and real-world learning experiences, such as more problem solving, team building and leadership clubs.

Action 1

Title: Student Centered Real-world learning experiences

[Action Details:](#)

Bakman will implement systems and structures which promote student centered and real-world learning experiences to be successful global citizens. These systems and structures include:

- CHAMPS
- Class Meetings
- Second Step
- Monthly Good Behavior Activities
- Student Leadership Club
- Character Counts
- Boys to Men and Girl Power Groups
- Restorative Practices
- Culture Climate strategies

- Goal 2 and CTE district-funded fieldtrips
- Meaningful Work for Students
- Task Forces

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monitor student participation in district-scheduled CTE field trips and activities.
- Quarterly Class Meetings logs to DPI.
- Monitor Second Step implementation utilizing online tool
- Use Power BI to monitor office discipline referrals.
- Use Power BI to identify areas needing improvement.
- Weekly scheduled Class Meetings and monitor.
- School-wide positive behavior systems- data gathering.
- Analyze Panorama Student and Parent survey results, and identify areas of strengths and needs
- Engagement Tool

Owner(s):

Teachers
Students
RP Coach
TSA
T2T/CWA
Admin
School Academic Coach

Timeline:

Ongoing
Quarterly
After Survey administration

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

Implement Guidelines for Success on a daily basis,
Provide teacher supplemental contracts to lead different leadership clubs.
Fund for materials and supplies
Fund for food/snacks
Provide funds to schedule various character building assemblies.
Provide funding to various competitions (Spelling Bee, Peach Blossom, and others)
Provide transportation to various competitions (Spelling Bee, Peach Blossom, and others)
Utilize researched-based writing program
Teach and Implement CHAMPS/MAC
Funding for character building clubs and teams (materials and supplies)
Fund for transportation for students to participate in character-building, competencies for workplace success training.
Conduct weekly Second Step and Class meetings for students to recognize and manage their own and the emotions of others.
Focus on Speaking and communication skills by individual and group presentations.
Fund for Peacekeepers-student group, if available.
Teach teamwork through collaborative groupings.

Implement the use of technology to enhance learning.

Teach problem solving skills

Fund for materials, supplies and technology.

Implement Randy Sprick's Safe & Civil Schools procedures and routines

Invite community members to describe their profession and its needed competencies.

Invite community members and to read to students.

Implement use of sentence frames to use in constructive conversations/problem solving.

Food/Snacks for Assessment Windows

Attendance and other student Incentives

Students will

- Work cooperatively
- Contribute to groups with ideas, suggestions, and effort
- Communication-feedback (both giving and receiving)
- Be responsible for their part while in groups
- Demonstrate respect for different opinions, customs, and individual preferences
- Participate in group decision-making
- Demonstrate learning through multiple modalities (written, oral, graphic representations, and through technology.
- Participate in Peer Mediation to problem solve.
- Implement CHAMPS in all classroom settings
- Implement STOIC components in all school settings.
- Identify students who have demonstrated the pillars of character and showcase them through the Great Bruin Box
- Follow and demonstrate Bakman's Guidelines for Success (GROWL).

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at high levels according to the CA Dashboard.

Climate and Culture favorable responses to student-centered and real-world experiences

ELs 85.5%

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...funding

Funding for 4+ Teaching Fellows for Reading Lab

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Climate and Culture survey, no student group had lower than 80% favorable responses to student-centered and real-world experiences.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Teacher Supplemental Salaries (tutoring, etc.)

Technology to support instruction

Online Subscriptions to improve achievement

Fund for Subs SST parent/teacher collab. meetings

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (all groups) through,

1FTE TSA-support English Learners

Fund for PL textbooks

Fund for Subs for Staff PD /Gr. Level Planning

Student Incentives to encourage academic improvement

Materials & Supplies

Fund for .49FTE CT to implement Tier II interventions

4. As a site: What are planned actions to support this student group? For all groups,

We will monitor our EL Students survey results to address areas of need

TST will prescribe Tier 1 and 2 interventions as appropriate for social-emotional identified needs.

Weekly Second Step lessons

CHAMPS

Provide opportunities to practice speaking and listening.

Provide opportunities to collaborate in group work.

Implement ELD *speaking and writing* standards based on students' language proficiency level.

Pair students with English Only students to practice speaking skills.

Food/Snacks for Assessment Windows

Attendance Incentives

1FTE TSA-support all students academically

Fund for PL textbooks

Fund for Subs for Staff PD /Gr. Level Planning

Student Incentives to encourage academic improvement

Materials & Supplies

Fund for .49FTE CT to implement Tier II interventions

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Participate in Peer Mediation to problem solve.
- Implement CHAMPS in all classroom settings
- Implement STOIC components in all school settings.
- Identify students who have demonstrated the pillars of character and showcase them through the [Great Bruin Box](#)
- Follow and demonstrate Bakman's Guidelines for Success (GROWL).

Climate and Culture analyze and plan for favorable survey results.

Participate in RP circles.

Participate in Peer Mediation

Participate in small-groups with T2T/CWA/RP

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		27.3 %	2023-2024	10 %
Suspension Rate - Semester 1	✓	1.52 %	0.5 %	2023-2024	1 %
Suspension Rate - Semester 1 (African American)	✓		2.1 %	2023-2024	1 %
Suspension Rate - Semester 1 (Asian)	✓		0 %	2023-2024	0 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		2.8 %	2023-2024	1.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism - Semester 1:

African American 19.1%

Asian 16.9%

Students with disabilities 28.4%

All students 27.3%

Suspension Rate - Semester 1:

African American 2.1%

Asian 0.0%

Students with disabilities 2.8%

All students 0.5%

Bakman funded for

Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.) implemented

Funded for Transportation not implemented

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

Bakman has three bus stops that transport about 30-40 students each. Afterschool activities such as sports, tutoring, clubs and the afterschool program are not within reach to bus riders, as there are no 'late' buses to take them home. Some Bakman families lack transportation, or live too far, and depend on school transportation.

Severely absent

SWD: 28.4% Foster Youth: 9.1%, ELs; 20.6% Homeless: 33.3 (1 student count only) AA: 19.1%, SED 26.8%

Suspensions,

Foster 9.1%/ White 8%/ SWD 2.8%/ AA, 2.1%

Goal 2-related off-site activities. implemented
Funded for entry related fees to off-site engagement activities-not implemented
Funded for Ice Cream for sports participation-not implemented
Funded for trophies, medals, certificates, bracelets- implemented
Funded for materials and supplies-implemented
Provided teacher supplemental contracts to lead different campus clubs/events--implemented
Provided funds to schedule various assemblies--implemented
Materials &Supplies for Literacy, Family, Family, Movie, Night Activities, Pastries with Parents, various Family Events--implemented
Funded for food for various school student activities --implemented
Partnered with Bakman Water Company for annual Student-Only carnival --implemented
Partnered with Shop-N-Go--implemented
Study trips for each grade level through Goal 2 funding--implemented
Funded for technology, graphics, direct maintenance, Food/Snacks, Attendance Incentives--implemented

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Bakman did not implement Ice Cream for sports participation, entry related fees to off-site engagement activities, or transportation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Bakman will not implement Ice Cream for sports participation, but will fund for other sports snacks for the 24/25 school year.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

SSC members want to see an increase in student engagement in school and with the community, as this teaches valuable collaborative, problem solving, and decision-making.

ELAC parents view student engagement as a way to practice their English language skills. They expressed a desire to have more community partners.

Staff members strongly believe in student-engagement in and out of school. Students who are more engaged in school and in their communities, are exposed to different career opportunities, take their education seriously, while learning valuable collaborative, problem solving, and decision-making skills.

Action 1

Title: Student School Engagement

[Action Details:](#)

Bakman will implement systems and structures which promote student engagement in the school and community by:

- Partnering with Bakman Water Co
- Shop-N-Go
- Local Churches

Bakman will continue to use the following programs to engage students in character development:

- Classroom Meetings
- Second Step Lessons
- Restorative Practice
- Safe and Civil School Program
- Climate & Culture SEL elements

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Engagement Tool

Permission Slips

PowerBi Survey Results

CTE participation

Owner(s):

Coaches

Staff

Restorative Practice Counselor

Intervention Specialist

Growlers Team (SEL Committee)

Timeline:

Ongoing

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

Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)

Order Posters/Certificates, etc. through Graphics Department

Fund for Goal 3-related off-site activities.

Fund for entry or related fees to off-site engagement activities

Fund for trophies, medals, certificates, bracelets, etc.

Fund for materials and supplies

Provide teacher supplemental contracts to lead different campus clubs/events

Provide funds to schedule various assemblies.

Materials & Supplies for Literacy Night, Family Night, Family Dance, Movie Night, Science Night Activities, Pastries with Parents, various Family Events.

Fund for food for various school student activities

Partner with Bakman Water Company for annual Student-Only carnival

Partner with Shop-N-Go

Study trips for each grade level through Goal 2 funding

Fund for technology

Fund for Graphics, copier

Fund for Direct Maintenance

Food/Snacks for Assessment Windows

Attendance Incentives

Student incentives

Transportation (fieldtrips)

Regular practice of Classroom Circles

Implementation of Restorative Practices

Restorative Discipline: which includes schoolwide use of regulation/cool-down and student reflection protocols, restorative conferences/circles, conflict mediation and re-entry circles (post-suspension).

Classroom Management Plan to address all Tier 1 Climate & Culture/SEL elements.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Chronically absent 44.1%

55.4% making progress towards English language proficiency

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

Title 1 funds are not used for Goal 3.

ELA - percentage of students met/exceeded standard

13.8% SBAC met/exceeded Stnd

12.6% iReady Met/Excd/Stnd

MATH

8% SBAC Met/Excd/Stnd

10.9% iReady Met/Excd/Stnd

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...Title 1 funds are not used to fund for Goal 3 activities.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

Funding for Goal 3-related off-site activities.

Funding for entry or related fees to off-site engagement activities

Funding for trophies, medals, certificates, bracelets, etc.

Funding for materials and supplies

Food/Snacks for Assessment Windows

Attendance Incentives

Student incentives

Provide teacher supplemental contracts to lead different campus clubs/events

Provide funds to schedule various assemblies.

Fund for Materials & Supplies for Literacy Night, Family Night, Family Dance, Movie Night, Science Night Activities, Pastries with Parents, various Family Events.

Fund for food for various school student activities

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Encourage ELs to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit).

Regular practice of Classroom Circles as they are a core element of a restorative culture and support your continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity. In addition, Classroom Circles allow wonderful ELD opportunities for listening and speaking).

Pair ELs with English Only students to encourage participation in different activities.

Encourage ELs to join sports (football, volleyball, baseball, basketball, track & cross country).

Attendance Incentives

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Funding for Goal 3-related off-site activities.

Funding for entry or related fees to off-site engagement activities

Funding for trophies, medals, certificates, bracelets, etc.

Funding for materials and supplies

Food/Snacks for Assessment Windows

Attendance Incentives

Student incentives

Provide teacher supplemental contracts to lead different campus clubs/events

Provide funds to schedule various assemblies.

Fund for Materials & Supplies for Literacy Night, Family Night, Family Dance, Movie Night, Science Night Activities, Pastries with Parents, various Family Events.

Fund for food for various school student activities

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Target and encourage disadvantaged students to engage in different activities.

Encourage foster/disadvantaged students to join sports or one of the Task Forces.

Encourage disadvantaged students to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit).

Regular practice of Classroom Circles as they are a core element of a restorative culture and support RP and help reduce student behavior/discipline issues.

Consistency implementing Restorative Practices especially with disproportionately suspended students.

Pair students with others to encourage participation in different activities.

Encourage to join sports (football, volleyball, baseball, basketball, track & cross country).

Attendance/participation Incentives

Transportation (fieldtrips)

IS group skills

Restorative Practices Coach, skills building to increase engagement

Transportation (fieldtrips)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	97 %	92.4 %	2023-2024	93.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Not successful- fill paraprofessional vacancies. Preschool, and the 3rd/4th SDC classroom do not have permanent paras. Two RSP paras have taken on additional hours to compensate for lack of additional para support.

Implementation success- Supplemental tutoring contracts. Many teachers signed-up and provided student tutoring.

Not successful- Funded for 4 grade level planning days for all staff. Due to substitute availability, Bakman teachers received 1 day of grade level planning.

Bakman funds for all materials and supplies.

Implementation success- Bakman Fund for two 1FTE TSAs. 1FTE for literacy support and the other for EL support and management. The Literacy support TSA provided Tier II interventions based on data analysis and needed supports. The other TSA focused on EL learners (monitoring RFEPs, ELL, documentation management, test practice/prep and ELPAC administration).

The FTA and FUSD new contract agreement called for a retroactive teacher raise. Because of this, salary budget lines showed negative numbers.

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

Bakman did not have a principal of record as of September 15, 2023 until late March, 2024. The current vice principal took over the responsibilities of both positions during this same time.

Bakman began the year with 2FTE RSP teachers, but one of the positions was cut to .5FTE due to caseloads. However, by the Spring semester, RSP student numbers increased, and an ISGI and credentialed teacher were brought in to keep up with small group instruction and case management.

Bakman added a third SDC class (3rd-4th) with a male teacher. Our 1st/2nd grade SDC also welcomed a new female teacher, as the previous teacher resigned from the district, after one year of teaching. The 3rd/4th grade SDC class did not have a permanent paraprofessional, and had sporadic substitute paras. Bakman support staff dedicated many hours of support to the 1st/2nd and 3rd/4th SDC, due to aggressive and disruptive student behaviors.

Bakman is not a designated school, making it difficult to recruit new staff. When scheduling interviews for new teachers we are asked about our designation status. Potential candidates then decline our offer for an interview.

Many classrooms lacked paraprofessionals at the beginning of the school year. Preschool, RSP, and two SDC classrooms had multiple substitute paraprofessionals, making it difficult to initially establish consistency.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Funded for 4 grade level planning days for all staff. Due to substitute availability, Bakman teachers only received 1 day of grade level planning.

The new teacher contract agreement included a raise, this caused the Bakman's budget expenditures to be negative.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Bakman will convert the 1FTE TSA (literacy support) to a .49FTE Certificated Tutor to reduce expenses. Bakman will also provide a Reading Specialist funded by the Sunnyside Literacy Plan (LCRS). if budget allows, Bakman will continue funding for 1FTE TSA-with an EL focus. Bakman will reduce California Teaching Fellows from 4 to 3, due to lower allocations.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC members believe supplemental tutoring contracts are of essential and want to continue funding them. Members also believe supplemental contracts must be given with expectations (pre-post assessments, lesson plan/focus, attendance) to show response to intervention and for accountability.

2 ELAC:

ELAC members believe students should have more learning opportunities through tutoring, after school program, and better learning opportunities.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff prioritized funding for TSAs, grade level planning days and supplementary contracts to provide tutoring.

Action 1

Title: STAFF: Increase recruitment and retention of staff

[Action Details:](#)

Bakman will increase recruitment and staff retention, which reflect our community, by:

- Having staff collaborate with and within grade-levels and with other Regional teachers
- Utilizing site PLC and offering ongoing and relevant Professional Learning opportunities
- Sharing our individual backgrounds and learning from each other to impact understanding of our community

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

iAchieve Staff Management Portal
FUSD Recruitment Interview Form
FUSD Exit Interview Form
PL/Staff meeting logs
PLC protocols
Regional Meeting logs

Owner(s):

Amin
TSA
Site Hiring Panel (Admin, lead teachers)
HR Dept.
Teacher Residency Program

Timeline:

On-going
Quarterly
Lateral Fair
Overage Fair
New Teacher Hires

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

Increase Recruitment/Retention of certificated teachers:

On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.

Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.

Fund for Materials and Supplies, including Technology

Fund for a TSA to support teachers academically

Fund for supplemental teacher contracts

Fund for PD

Fund for campus beatification

Fund for Professional Consultants/trainers

Professional Educational Books

Aligned Professional Learning to Cultural Proficiency through

- High Quality Professional Learning Components
- IPG
- Regional Plans
- State Standards ELA/ Math

Use of professional texts to support PL and build teacher capacity

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPG (ELA/Math) in working with EL students.

Tenet 2B Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom?

PL utilizing the Common Core Companion (EL sections).

Provide PL from ILT on the Sunnyside Region Literacy Project.

Academic Coach will be available for feedback and coaching cycles with teachers to improve instruction.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Increase Recruitment/Retention of certificated teachers: On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.

Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.

Fund for Materials and Supplies, including Technology

Fund for a TSA to support teachers academically

Fund for supplemental teacher contracts

Fund for PD, Consultants/trainers, travel and consulting costs PL Books,

Aligned Professional Learning to Cultural Proficiency through High Quality Professional Learning Components,
Use of professional texts to support PL and build teacher capacity.

Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPW (ELA and Math).

PL utilizing the Common Core Companion (ELA/Math)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	91.2 %	2023-2024	97 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

91.2% Percentage of Favorable Responses-Family Engagement

100%implementation; Family Nights-Bakman successfully hosted Family Movie Night, Winter Program Night, 100th Day of School Dance and Pastries with parents along with snacks and food. Krazy Karen hosted Bakman's Family Nights. Bakman also funded for subs to cover during parent-teacher meetings. Literacy Night was not implemented.

100%implementation; Translators. Bakman successfully funded for and provided Spanish and Hmong translation for parent-teacher conferences and other meetings. VP Torres also helped translate.

100%implementation; Communication materials. Bakman purchased School Planners (3rd-6th) and Nicky's Folders (TK-2nd) for school/home communication.

100%implementation Bakman's district-funded Home School Liaison contacted parents via phone calls, flyers, home visits and Parent University meetings to remind them of scheduled meetings, appointments, and Family Night events.

SSC-implemented, with a lot of member absences.

ELAC- implemented with minimal parent participation.

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

Goal 5's inequities stem from

- Lack of transportation is a constant factor in parental involvement. Bakman families who lack transportation have lower participation rates in all of our different activities and events, especially those scheduled in the evening.
- Spanish speaking families also shy away from school-related activities, as they feel communication is a barrier.
- Parents work schedules, and inability to take 'time off'.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Bakman planned a Literacy Night, but parents inquired and requested a Winter Program. In looking at previous years' participation numbers, Bakman switched Literacy Night to Winter Program. The event was a huge success, as there was standing room only.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Bakman will plan and fund for a Winter Program, as it garnered huge participation numbers. Bakman will ensure parents know translators are available for all school events, by sending flyers, Class Dojo, and Parent Square messages.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC-

- Continue parent evening events
- Encourage more parental involvement
- Offer/have more school activities to increase attendance
- Offer/have more school activities/ clubs to decrease misbehaviors

2 ELAC:

ELAC-

- Parent meetings to provide strategies to help at home
- Continue parent activities
- Encourage more parent volunteers
- Help for EL students during the day
- Improve attendance

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff-

- Plan for parent coffee hours
- PL; increasing parental engagement and participation
- Offer/plan for more parent school activities
- Continue offering parents SEL supports, resources
- Provide parents with external resources
- Provide translators for parent meetings/conversations
- Encourage participation in SSC, ELAC, DELAC, and district meetings.

Action 1

Title: Parent/Teacher Conferences & Meetings

[Action Details:](#)

Bakman will provide conferences for parents where their student progress is shared:

- Share academic progress and growth based on classroom observations
- Testing data
- Assessments

- Assignments
- Academic progress
- Strengths
- Needs
- Behaviors
- Online academics (iReady ELA/Math) as well as other educational websites
- At-home strategies that parents can implement to help support their children

Parents are also invited to participate in school events such as:

- Athletic activities
- Back to School Night
- Conferences
- Open House
- SSC
- ELAC
- Parent Engagement Meetings
- Parent University Presentations
- Family Movie Night
- Family Dance
- Winter Program
- Pastries with Parents
- Book Fair
- Academic Nights (i.e. Literacy Night, Science Night, Lego Night (Kinder), etc.)
- Quarterly academic assemblies

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Parent/Teacher Conference Sign-in Logs

SST/IEP attendance logs

Visitor Sign-in Logs

Returned Signed documents.

Parent Square

Parent University logs

Parental involvement SSC, ELAC, DAC, and LCAP meetings

Owner(s):

Teachers (Gen. ED & SPED)

TSA

Admin

Home School Liaison

Timeline:

Ongoing

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

- Parent Square
- Parent University
- Communication with parents
- Involvement in SSC, ELAC, DAC, and LCAP
- Parent/Teacher conferences
- Awards Assemblies
- Fieldtrips
- Parent Portal
- Title I Meeting
- Family Nights
- Talent Show
- Athletic events
- Volunteer in classrooms

Fund for;

- Family Nights
- Literacy Nights
- Science Nights
- Family Fun Nights
- Meeting Translators
- Food for Parent Meetings
- Fund for Substitutes for IEP/SSTs
- Materials and Supplies
- Materials and Supplies for various Family Nights
- Nicky's Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 3rd-6th
- Fund for Graphics
- Food/Snacks for Assessment Windows
- Food/Snacks for various Family Nights
- Attendance Incentives
- Transportation (fieldtrips)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

Action 2

Title: School Parental Engagement

Action Details:

Bakman offers many inclusive opportunities for families to engage in their students' education such as:

- Quarterly Awards Assemblies
- Fieldtrip chaperones
- Classroom volunteers
- Back-to-School/Open House
- Family Nights (i.e. Literacy, Game, Science, Family Dance, Movie, Pastries with Parents, volunteering, etc.)
- Title I meetings
- SSC Meetings
- ELAC Meetings
- Talent Show
- Winter Program
- Music events (strings, choir, band)
- Parent Engagement Hours
- Fundraisers
- Parent University Presentations

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

Sign-in Sheets for the Various Family Nights and other events

Number of volunteer forms

Visitor logs

Parent Survey Result

Parent Square

Parent University

Parent Portal

Raptor sign-in

Communication with parents

Parental involvement in SSC, ELAC, DAC, and LCAP meetings

Owner(s):

Teachers

Office Staff

Admin

Home School Liason

Timeline:

Ongoing

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

- Communicate events utilizing different media: Facebook, Bakman webpage, Marquis, Parent Square, Class Dojo.
- Talent Show

- Athletic events
- Fund for Meeting Translators
- Fund for Food for Parent Events
- Assemblies
- Fund for vendors (Krazy Karen, Wacky Wendy, and others as needed)
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 3rd-6th
- Graphics
- Attendance Incentives
- Volunteer in classrooms

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Communicate events in Spanish and Hmong
Communicate through;

1. Parent Square
2. Parent Portal
3. Marquis
4. Parental involvement in SSC, ELAC, DAC, and LCAP meetings
5. Class Dojo
6. Social Media

- Fund for;
 - Vendors (Fun Works, Science Mobile, and others).
 - Materials & Supplies
 - Family Nights
 - Literacy Nights
 - Science Nights
 - Family Fun Nights
 - Meeting Translators
 - Food for Parent Meetings/Events
 - Fund for Substitutes for IEP/SSTs
 - Materials and Supplies
 - Materials and Supplies for various Family Nights
 - Nicky's Parent Communicator Folder for K-2
 - Parent/Teacher Communication Planners for 3rd-6th
 - Fund for Graphics/Maintenance
 - Food/Snacks for various Family Nights
 - Attendance Incentives
 - Related costs to participate in Peach Blossom, Spelling Bee, others as needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Fun Works, Science Mobile, and others)
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Communication through;
 1. Edutext Parent University
 2. Parent Portal
 3. Parental involvement in SSC, ELAC, DAC, and LCAP meetings
 4. Class Dojo
 5. Social Media

Action 3

Title: Parent Participation in SSC

Action Details:

Bakman will offer opportunities for parents and community members to be part of the SSC by:

- SSC will work with the principal to recommend ways to allocate the school's spending budget to improve outcomes
- Providing snacks or food at all meetings
- Adjusting meeting times to accommodate more participation

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

SSC Sign-in Logs

SSC Agendas

SSC Minutes

PowerBi- Assessment Results

Fiscal Budget Reports

Owner(s):

Principal

Admin

Timeline:

Ongoing

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

- Provide dates and times of upcoming SSC meetings
- Telephone calls to remind parents of SSC meetings
- Post SSC meeting notices and agendas on Parent Square Bakman's Facebook, webpage, Twitter, & Marquee
- Utilize Parent Square to invite all families to attend SSC meetings.
- Involvement in SPSA writing and budget decisions
- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for school/parent communication for 3rd-6th

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Provide dates and times of upcoming SSC meetings

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Fund for Meeting Translators

- Involvement in SPSA writing and budget decisions
- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Provide dates and times of upcoming SSC meetings

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Par/Teacher Conf Translation	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Mat & Supplies School/Home Connect Also G5A2,3 No food No Incentives	1,750.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Event/Nights participation costs	5,000.00

\$8,065.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0535 Bakman Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor students/plan for CCT Also G1A2 No IEPs	22,068.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online subscriptions Also G1A2	3,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology Also G1A2	8,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	53,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA	161,608.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Add D. Zuniga Id 1029535 to this position Also G1A2	26,006.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maint. Also G1A2, G2A1, G3A1, G4A1,	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics Also G1A2	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Ricoh lease Also G1A2, G5A1-3, G4A1	25,000.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Student Incenti			Incentives for Academic/ADA/Behaviors Also G1A2, G2A1, G3A1	4,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2400	Add D. Zuniga Id 1029535 to this position Also G1A2	24,967.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for teachers to plan/observe lessons Also G1A2, G4A1.	8,959.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Mat & Supplies for ELLs Also G1A2, G2A1, G3A1.	14,326.00
G1A1	LCFF: EL	Instruction	Student Incenti			: St. Incentives Also G1A2, G3A1, G2A1	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support instruction Also G1A2	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat & Supplies Also G1A1, G2A1, G3A1, G4A1, G5A1-3 No Food No Incentives	1,452.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs (12D) & GLP (3perTchr) No IEPs Also G1A1, G5A1-3	27,473.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Mat & Supplies Also G1A2, G3A1, G4A1, G5A1-3	28,738.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Subscription Online programs ELLS Also G1A1	3,500.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Par/Teacher Conf Translation	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Mat & Supplies School/Home Connect Also G5A2,3 No food No Incentives	1,750.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Event/Nights participation costs	5,000.00

\$432,162.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$90,585.00
Sup & Conc	7090	\$282,825.00
LCFF: EL	7091	\$58,752.00
Grand Total		\$432,162.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$424,097.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,065.00
Grand Total	\$432,162.00