

Bakman Elementary

10621660108100

Principal's Name: Melissa Jones

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances


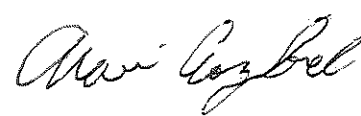
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Melissa Jones	X				
2. Chairperson - Marian Esquivel		X			
3. Stan Diebert		X			
4. Miguel Tovar		X			
5. Peter Yang			X		
6. Margarita Banuelos				X	
7. Francis Ayala				X	
8. Jasmine Cisneros				X	
9. Martha Rios				X	
10. Sai Sarim				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Melissa Jones		3/31/22
SSC Chairperson	Marian Esquivel		3/31/22

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 2022/23

Bakman - 0535

ON-SITE ALLOCATION

3010	Title I	\$74,412 *
7090	LCFF Supplemental & Concentration	\$252,444
7091	LCFF for English Learners	\$65,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$137,994</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$530,450

* 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	\$2,544
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$71,868</u>
	Total Title I Allocation	\$74,412

Bakman Elementary 2022-2023 - 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
ELPAC - percentage of students who scored 4			6.37 %	2020-2021	25 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		24.22 %	2021-2022	40 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		13.39 %	2021-2022	35 %

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.

IABs were not implemented in the Fall as planned, until Spring.

CFA were not analyzed in PLCs, as they were optional and some staff members chose not to attend them. Thus, critical analysis, discussions and planning as a PLC did not occur.

Bakman students were to be deployed based on academic need within their grade levels. Many staff members were apprehensive given the rising Covid cases, and did not want to implement deployment. Third and first grade implemented deployment.

Bakman funded for 4 Teaching Fellows, but started the school year with only 3, and CTFF was in search of more employees. Bakman later received the 4th Teaching Fellow. However, many of them tested positive for Covid, and were therefore absent many days. CTFF then notified us that one of the Teaching Fellows found employment elsewhere.

We intended for the Teaching Fellows to support classrooms, 2 in primary and 2 in upper grades. However, some staff members chose not to have a Teaching Fellow in their classroom, due to Covid concerns.

All grade levels implemented iReady ELA, Wonder Unit assessments and administered the initial diagnostic and subsequent assessments.

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

The following were key factors contributing to the disproportionality of low-performing students; SWD, Foster Youth, African American ELs

Many students were quarantined/tested positive for Covid and accumulated many absences.

- SWD: 26.87% Severely absent
- Foster Youth: 44.44% Severely absent
- ELs; 14% Severely absent
- Homeless: 50% (1 student count only)
- African/American: 58% Severely Absent (21 of 36 total students)

Lots of teachers and paraprofessionals also tested positive for Covid and were quarantined.

The substitutes shortage affected student learning

Lots of quarantined students did not complete their assigned work.

Not all teachers provided online teaching for quarantined students, thus they did not receive physical-in-person instruction.

Optional PLC meetings impacted teacher collaboration and planning

iReady Teachers feedback occurred minimally as PLCs were optional.

iReady2 scores saw many double digit gains.

EL Reclassification Rate

All grade level PLC teams developed their approach for both Integrated and Designated ELD instruction through their grade level ELD plans. Each classroom teacher and grade level team was responsible for implementing, reviewing and revising their grade level plans. Site funded for ELPAC assessors.

Out of 154 EL students;

5 ELs were reclassified as of February 2022.

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. Monitor EL students closely for progress.

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).

The ILT team created classroom and grade level iReady goals. They discussed concerns, academic gaps, and low test scores. PLCs were optional, thus CFAs were not analyzed and plans for reteaching/intervention were not completed collectively, but individually.

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 2022-23 SPSA.

The ILT will continue to goal set for ELAMath iReady. They will continue to meet, analyze test scores, and make necessary adjustments to grade-level goals.

Bakman will continue to fund for four Teaching Fellows, and an additional .4375 FTE CT to support 4th-6th grade students.

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

1 SSC:

SSC parents and members are concerned over test scores, and agree with "high-expectations goal setting." They believe upper grades also need a CT who can conduct small group interventions.

2 ELAC:

ELAC parents and members are concerned over test scores, low reclassification rates and low test scores. They believe upper grades also need a CT who can conduct small group interventions.

3 Staff:

Staff members saw the value of goal-setting discussions, and the need for higher expectations. In addition, upper grade staff members stated a CT is also needed to support 4-6 grade students who lack foundational literacy skills.

Action 1

Title: Improve Math GL academic performance at Challenging Levels.

Action Details:

Bakman will continue to deliver a comprehensive math instruction program to all students ensuring instruction is of High Level, rigorous and aligned to CCSS, includes the Eight Mathematical Practice Standards to ensure students meet or exceed standards. Bakman's math instruction will reflect the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. Teachers will receive feedback via the IPG. Target students include Homeless/Foster Youth, AA, Hispanics, English Learners, Low-SES, and SPED by closely monitoring and targeting specific interventions for these students as assigned by T2T.

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

- Science Scope and Sequence assignments and assessment timelines
- 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.
- 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
- IPG Data Report
- Ca. 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
- Go Math Student Edition Chapter books
- Manipulative Kits
- The 5 E's lesson structure
- Common Core Standards Practice book
- Teacher Resource book
- Teacher Assessment Guide
- 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
- Critical Area Projects
- Reteach and Enrichment Workbooks
- English Learner Activity Guide
- Strategic Intervention Activity Guide
- Food/Snacks for Assessment Windows
- Daily Go-Math instruction to K-6th grade students, online GoMath lessons.
- Daily iReady Math instruction (independent or small group)
- Create common formative assessments utilizing SBAC IAB
- Utilize Math Common Core Companion
- 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 PL Conference fees and related travel expenses-
- Fund for Subs for staff members involved Personalized Learning Initiative (PLI).
- Fund for site multi-year Personalized Learning Initiative (PLI).
- Fund for on-line licenses others as needed
- Fund for 4+ Teaching Fellows to support classrooms
- SST/IEP meetings-Subs
- Teacher Supplemental Salaries (tutoring, etc.)
- Provide for Direct Maintenance
- Provide for Direct Graphics
- Provide for Office Equipment Lease-Ricoh
- .40 FTE School Psychologist to organize MTSS (If not paid for by District)
- If School Psychologist is district funded, the original funds will be transferred to Materials and supplies in Units 7090 and 7091. If district funds for extra psych days, these funds will reallocate to materials and supplies in 7090 & 7091
- Utilize Math Progressions
- Si Swun MLD PL

- Utilize Math lesson design videos
- Utilize FUSD Public Math Site
- Utilize Reflex Math
- Academic Coach Support
- Custodial Supplies
- Health supplies

Tier I

To include;

- Effective, standards-based, high quality and culturally relevant instruction and strategies by highly qualified teachers for ALL students.
- The 5 Es lesson structure
- Design and delivery of instruction aligned with principles of effective lesson design and are informed by assessment data, monitoring on-going progress
- Instruction focused on standards (i.e. grade level, content area), CFAs, FIABs, CFUs, iReady).
- Real-time differentiated academic, which meets the needs of ALL students guided by our Instructional Practice Guide.
- Classroom Instruction which includes core academic instruction, differentiation, across grade levels
- Planned differentiated instruction which addresses unfinished learning identified in data. This differentiation includes students with disabilities and English Learners who may need additional support to access core.
- Strategies/scaffolds for all students.
- Utilization of "Think Smarter" and "Go Deeper" GoMath problems
- Instruction which includes the three principles of focus, coherence, rigor, and the Eight Mathematical Practice Standards.

Tier II

In addition to Tier I, Tier II instruction which,

- Focuses on targeted interventions, and supplemental supports to small group of students who share common assessment-identified, academic, needs.
- Aligns to core instruction, focus on mastery of identified under developed pre-requisite skills, and designed to match the needs of students identified by assessment results and progress monitoring measures.
- Is of greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I.
- Is short-term in duration (less than 8 weeks).
- Time in intervention is determined by the student's skill attainment.
- TST referral
- Small group instruction/intervention focused on identified student needs.
- Instructional lessons to reteach mathematical concepts and strategies.
- lessons provide practice in new concepts and strategies.
- Fluency lessons to develop computational fluency with appropriate skills
- Hold TST meetings to determine additional need and supports.
- On-line support programs; GoMath and iReady Math. Reflex Math
- Activities that build conceptual understanding and procedural fluency
- Vocabulary instruction tied to the context of mathematics

Tier III

In addition to Tier I and Tier II provide intensive, individualized, targeted instruction, intervention and supports that are,

- Strategies that address academic needs and are specific to supporting students who are unresponsive to tier II or require intensive and/or individualized interventions.
- Supplemental, individualized and customized for a very small number of students in a smaller group or individually
- Delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor or specialist.
- Strategies that are based on individual diagnostic assessments and are longer in duration.
- Utilize assessments to progress monitor more frequently than for students receiving Tier I and/or Tier II supports.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- Families are linked to community agencies and resources for planning and support for intensive needs

- Hold SST meetings to discuss concerns.
- After school-math tutoring contracts
- Complete SPED referral process (if necessary)

Specify enhanced services for EL students:

Implement EL math strategies from Common Core Companion.

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

Attendance Incentives

Transportation (fieldtrips)

For Listening;

- Provide scaffolds across curriculum.
- Provide focus questions prior to beginning lessons
- Use sheltered techniques
- Include cooperative, interactive learning activities
- Implement student-centered interactive instruction
- Center Instruction around central themes that integrate listening, speaking, reading, and writing skills

For Reading:

- “Front load” by tapping into student’s prior knowledge and providing first-hand experience with the new ideas
- Use graphic organizers
- Provide reading material at all levels related to topic of study
- Utilize read alouds
- Utilize language experience

For Speaking

- Allow extra time to give students the opportunity to process information
- Ask students to paraphrase information
- Allow for student-pair-share
- Have students cluster vocabulary related to a topic
- **Implement use of academic discourse using math vocabulary**

For Writing

- Have students illustrate and label objects and diagrams
- Model writing through the language experience approach
- Students will write how they solve a problem.
- Use “Read Around Groups” so students will have an opportunity

Specify enhanced services for low-performing student groups:

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

Common Core Companion; Addressing St. Misconception & Common Errors

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.

Implement use of the eLearning-tablet to access online math lessons and activities in and out of the classroom.

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

Implement use of academic discourse using math vocabulary

Focused on our AA and EL by

- Professional Development on Cultural Proficiency
- PD on DEI
- PD on EL strategies

- to listen to exemplary models of writing
- Encourage the use of academic **math** vocabulary

Action 2

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 professional development, RtI structures, DIBELS assessments, BPST assessments, support from 2 part time CT's, 4+ Teaching Fellows and additional support in the classrooms. Instruction will be at a high level of rigor and will include reading, writing, speaking, listening to become proficient in reading complex informational text independently in a variety of content areas. Bakman will also continue to work on the Sunnyside regional focus on **Integrated Literacy** through professional development and collaboration within the region. Closely monitor and target English Learners, Hispanics, AA, SPED and homeless/foster youth or specific interventions based upon T2T Meetings. Bakman will also implement a writing program to supplement Wonders. The writing program will focus on a specific genre, (expository writing) the first year and narrative the third year.

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

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

- ELPAC results
- RFEP Monitoring
- Ellevate Tool monitoring
- DIBLES 3 times a year (Fall/Winter/Spring) K-6
- iReady Testing 3 times a year (Fall/Winter/Spring) K-6
- IABs Testing (Fall/Winter/Spring)
- EdCite generated assessments
- SBAC state testing (Spring)
- Ongoing Teacher Formative Assessments (CFA's)
- Provide feedback utilizing the IPG
- IPG-Focus on Tenets 1, 2 and 3.
- CAASPP Interim Assessment Blocks 3 times a year
- Quarterly R-FEP monitoring
- Ca. School Dashboard

Tier I

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

Owner(s):

- Teachers,
- Administrators,
- Sunnyside Region,
- Coaches and Support Staff
- Parents
- TSA
- Psychologist
- Academic Coach

Timeline:

Quarterly check-in's with Lead Teachers

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. Use of Academic Coach Also;

- Effective, standards-based, high quality and culturally relevant instruction and strategies by highly qualified teachers for ALL students.
- Design and delivery of instruction aligned with principles of effective lesson design and are informed by assessment data, monitoring on-going progress
- Instruction focused on standards (i.e. grade level, content area) , CFAs, FIABs, CFUs, iReady).
- Real-time differentiated academic, which meets the needs of ALL students guided by our Instructional Practice Guide.
- Classroom Instruction which includes core academic instruction, differentiation, across grade levels
- Planned differentiated instruction which addresses unfinished learning identified in data. This differentiation includes students with disabilities and English Learners who may need additional support to access core.
- Strategies/scaffolds for all students
- Provide small group instruction/interventions, based on identified needs.
- Utilize on-line resources from Wonders, iReady and Sora.
- Hold T2T meetings to determine need and supports.
- Explicit and systematic reteaching/practice
- Provide multiple opportunities to practice
- **Tier II**
- In addition to Tier I, Tier II instruction which,
- Focuses on targeted interventions, and supplemental supports to small group of students who share common assessment-identified, academic, needs.
- Aligns to core instruction, focus on mastery of identified under developed pre-requisite skills, and designed to match the needs of students identified by assessment results and progress monitoring measures.
- Is of greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I.
- Is short-term in duration (less than 8 weeks).
- Time in intervention is determined by the student's skill attainment.
- TST referral
- Small group instruction/intervention focused on identified student needs.
- Instructional lessons to reteach concepts and strategies.

- lessons provide practice in new concepts and strategies.
- Fluency lessons to develop computational fluency with appropriate skills.
- Hold TST meetings to determine additional need and supports.
- Vocabulary instruction tied to the context

Tier III

In addition to Tier I and Tier II, instruction which

Tier III

In addition to Tier I and Tier II provide intensive, individualized, targeted instruction, intervention and supports that are,

- Strategies that address academic needs and are specific to supporting students who are unresponsive to tier II or require intensive and/or individualized interventions.
- Supplemental, individualized and customized for a very small number of students in a smaller group or individually
- Delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor or specialist.
- Strategies that are based on individual diagnostic assessments and are longer in duration.
- Utilize assessments to progress monitor more frequently than for students receiving Tier I and/or Tier II supports.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- Families are linked to community agencies and resources for planning and support for intensive needs
- Hold SST meetings to discuss concerns.
- CT to provide instruction to students based on Dibels' results in Reading Lab.
- 2+ Teaching Fellows to provide instruction to students based on DIBELS assessment results for Grades K-3 in the Reading Lab.
- 2+ Teaching Fellows to support student instruction in the classroom for grades 4, 5, and 6.
- Hold SSTs to discuss concerns.
- Establish learning objectives
- Seek out and implement Coach supports
- Maintain communication with parents
- Monitor student progress
- Complete SPED referral process (if necessary)

- Use of Wonderworks
- Implement research-validated instructional strategies that meet individual students' needs

[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
- Learning Lab intervention for neediest students according to DIBELS and iReady data sources

Provide;

1FTE TSA

2 Certificated Tutors for Reading Lab

Fund for 4+ Teaching Fellows

School Psychologist fund for 2 additional days

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 for staff members involved Personalized Learning Initiative (PLI).

Fund for multi-year Site Personalized Learning Initiative (PLI).

Fund for PL Conference fees and related travel expenses

Fund for SST/IEP meetings-Subs

Fund for Grade Level Planning Days (if allowed)

Provide for paper, journaling and writing supplies needed, website licenses (ST Math, DIBELS), materials and supplies, etc.

Technology to support instructional program
Direct Maintenance
Direct Graphics
Office Equipment Lease-Ricoh
Fund for DIBELS Online Subscription
PL on iReady
Fund for online academic licenses, Dibels
Food/Snacks for Assessment Windows
Attendance Incentives
Transportation (fieldtrips)
Fund for supplemental writing resource program
Custodial Supplies
Health supplies

[Specify enhanced services for EL students:](#)

Use of Common Core Companion; "Help your English Learners.."
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 at a minimum of 30 minutes 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

[Specify enhanced services for low-performing student groups:](#)

Tutoring paid through supplemental contracts to volunteering teachers.
Tutoring through after school library funding (K-3 literacy focus/4-6 Homework Help)
We will specifically be focused on our AA and EL Students.
Food/Snacks for Assessment Windows
Attendance Incentives
Transportation (fieldtrips)
Implement CAASPP ELA Practice Tests
Use of Common Core Companion; " The Gist"

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

Utilize CAASPP ELA practice tests

Implement CAASPP ELPAC Practice Tests

For Listening:

- Provide scaffolds across curriculum.
- Provide focus questions prior to beginning lessons
- Use sheltered techniques
- Include cooperative, interactive learning activities
- Implement student-centered interactive instruction
- Center Instruction around central themes that integrate listening,
- Speaking, reading, and writing skills
- Utilize Common Core Companion section on ELs.

For Reading:

- “Front load” by tapping into student’s prior knowledge
- Providing first-hand experience with the new ideas
- Use graphic organizers
- Provide reading material at all levels related to topic of study
- Utilize read alouds
- Provide scaffolds
- Frontload academic vocabulary for each selection.
- Utilize language experience
- Utilize Common Core Companion section on ELs.

For Speaking

- Allow extra time to give students the opportunity to process information
- Ask students to paraphrase information
- Include think-pair-share, presentation activities.
- Have students cluster vocabulary related to a topic
- Utilize Common Core Companion section on ELs.

For Writing

- Have students illustrate and label objects and diagrams
- Model writing through the language experience approach
- Use “Read Around Groups” so students will have an opportunity to listen to exemplary models of writing.
- Encourage the use of academic vocabulary for each selection
- Utilize Common Core Companion section on ELs.

Action 3

Title: English Learners transition to Fluent English Proficiency

[Action Details:](#)

Bakman will implement a comprehensive system aligned to the EL Roadmap and driven by the ELD standards. The ELD standards will be taught at a high level in tandem with state content standards, to assist ELs to build English proficiency, refine their academic use of English, and provide students access to all other subject area content. Support will include, discussions on the importance of reclassification, ELPAC practice tests, and research-proven strategies.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Review and report out all relevant data, looking specifically at achievement data for English Learners on all district level assessments, such as KAIG and iReady diagnostics.
- Site administration will also review progress monitoring done within grade level CFAs, iReady diagnostics and ELPAC.
- Consistent analysis of English Learner students' performance during Common Core Reading instruction and ELD.
- Identify RFEP Ready 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 SBAC.
- 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.
- Provide feedback utilizing the IPG
- Identify "At Risk and LTELs" and monitor progress.
- Quarterly R-FEP monitoring on Elleviate
- Use of 'Exit Tickets' to check for understanding
- Utilize Practice ELPAC online practice tests with students prior to the test in individual and group settings.
- Ca. School Dashboard

Principal/VP
Teachers
CTs
TSA
School Academic Coach

Ongoing
Ongoing
Ongoing
Ongoing
Ongoing

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

- Direct Instructional Services (ELA) 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
- Direct ELD Instruction
- Common Core Standards Practice book
- Teacher Resource book
- Strategies and Practice for reading fluency
- 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
- Critical Area Projects
- Reteach and Enrichment Workbooks
- English Learner Activity Guide
- Strategic Intervention Activity Guide
- Daily Designated ELD for a minimum of 30 minutes for all EL students.
- Daily Integrated ELD instruction across curricula
- Daily iReady -ELD related instruction (independent or small group)
- Use of Common Core Companion, EL section
- ELPAC assessors to assess students during ELPAC window
- Provide for translating for Parent /Parent/teacher conferences and meetings
- Fund for 2 Certificated Tutors
- Fund for a TSA
- Fund for 4 Teaching Fellows

- School Psychologist
- School Academic Coach
- Teacher Supplemental Salaries (tutoring, etc.)
- PL -Fund for Subs
- Fund for Subs for staff participating in Personalized Learning Initiative (PLI)
- Fund for Site Personalized Learning Initiative (PLI).
- Fund for Professional Trainers- travel and related PL costs
- Fund for PL Conference fees and related travel expenses
- SST/IEP meetings-Subs
- Provide for paper, journaling and writing supplies needed, materials and supplies, etc.
- Provide for website licenses DIBELS,
- Technology to support instructional program
- Direct Maintenance
- Direct Graphics
- Office Equipment Lease-Ricoh
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Utilize researched based writing program
- Custodial supplies
- Health supplies

Specify enhanced services for EL students:

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- Teachers will implement integrated ELD across curricula
- Instruction will be based on Wonders curriculum for EL students at their individual levels according to ELD standards and recommendations from FUSD English Language Learner Services Department
- Coaches will be used as well.
- Identify Target students for Reclassification
- Teachers will incorporate close reading
- ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students.
- Data Sharing with all stakeholders at all Reclassification windows

Specify enhanced services for low-performing student groups:

- Provide lessons/skills needed at Emerging, Expanding, and Bridging proficiency levels.
- EL students will receive after-school tutoring provided by EL Dept.
- Provide after school tutoring.
- Provide many opportunities for 'Interacting in Meaningful Ways'.
- Provide temporary supportive frameworks, such as vocabulary banks and sentence frames.
- Certificated Tutors will provide small group instruction
- Teachers will implement Tier 1 and T 2 strategies in the classroom.
- Teachers will implement EL strategies specified in the ELA and Math Common Core Companion.

- EL Student Progress Data will be analyzed in PLCs to coincide with ELPAC and iReady resting results.
- Report out and share EL student performance data at Regional Cycles of Review, several times during the year.
- Focus on "Part 2" of ELD standards
- Identify "At Risk and LTELs" and monitor progress
- Implement sensory supports (visuals, podcasts, realia, manipulatives, video clips, etc.).
- Implement use of graphic organizers, charts and tables
- Implement use of online curriculum (Wonders, iReady)
- Interactive flexible groupings (pairs, triads, and small groups).
- Food/Snacks for Assessment Windows
Attendance Incentives
Transportation (fieldtrips)
- Implement use of ELPAC practice tests

For Listening;

- Provide scaffolds across curriculum.
- Provide focus questions prior to beginning lessons
- Use sheltered techniques
- Include cooperative, interactive learning activities
- Implement student-centered interactive instruction
- Center Instruction around central themes that integrate listening, speaking, reading, and writing skills
- Provide think-pair-share/presentation activities for students to listen/speak to one another.

For Reading:

- "Front load" by tapping into student's prior knowledge and
- Providing first-hand experience with the new ideas
- Use graphic organizers
- Providing temporary supportive frameworks
- Adjust students' supports to their developmental needs and their proficiency level descriptor.
- Provide reading material at all levels related to topic of study.
- Utilize read alouds
- Utilize language experience

- Implement collaborative groupings/conversations that include Peer (one to one) Small group (one to a group) Whole group (one to many).
- Teachers will provide reteach through small group instruction.
- Utilize iReady differentiated instruction based on screener results.
- Food/Snacks for Assessment Windows
Attendance Incentives
Transportation (fieldtrips)
- Implement use of ELPAC practice tests

- Utilize Wonder's and GoMath online resources, so students may follow along.

For Speaking

- Provide opportunities for Peer (one to one) Small group (one to a group) Whole group (one to many) conversations/collaboration.
- Establish routines and expectations for equitable and accountable conversations.
- Allow extra time to give students the opportunity to process information
- Construct questions that promote extended discussions
- Ask students to paraphrase information
- Have students cluster vocabulary related to a topic.
- Have students use key vocabulary related to selection.
- Implement use of "Word Walls" as a student resource.
- Provide sentence frames.
- Implement use of academic vocabulary.
- Provide think-pair-share/presentation activities for students to listen/speak to one another.

For Writing

- Construct questions that promote extended written responses.
- Have students illustrate and label objects and diagrams
- Model writing through the language experience approach
- Use student writing as models on Smartboard/Document camera
- Use peer writing samples to expose students to exemplary writing models.
- Encourage the use of academic vocabulary.
- Implement use of "Word Walls" as a student resource.
- Provide sentence frames.
- Utilize Common Core Companion
- Provide writing in response to literary and informational texts.
- Utilize researched based writing program

Action 4

Title: Science at Challenging Levels

[Action Details:](#)

Bakman will deliver comprehensive High Level and rigorous Science instruction to all students which is aligned to the Next Generation *Science Standards* (CA NGSS) and the CCSS, so students meet or exceed standards. Bakman's Science instruction will reflect The Three Dimensions of the CANGSS 1) Science and Engineering Practices, 2) Disciplinary Core Ideas and 3) Crosscutting Concepts. Teachers will receive receive feedback via the IPG and classroom

observations and assessment data. Target students include Homeless/Foster Youth, AA, Hispanics, English Learners, Low-SES, and SPED by closely monitoring and targeting specific interventions.

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

- Science Scope and Sequence assignments and assessments
- SBAC Science results to plan for instruction (5th gr.)
- NGSS
- CFAs assessments utilizing EdCite generated tests.
- Use of the Instructional Practice Walks tool during classroom walkthroughs (Weekly)
- Science SBAC Interim Assessment Blocks 3 times and analyze data to plan for re-teaching (5th gr.)
- EdCite generated Science assessments
- CAST online Practice tests
- Mystery Science completion/results data
- Kids Invent projects and assessments
- Ca. School Dashboard

Owner(s):

Teachers (specially 5th gr.)
TSA
Academic Coach
Principal/MP
PLCs

Timeline:

Yearly (CAST)
Quarterly

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

- Explicit direct Science instruction
- The STEM three dimensions (core ideas and practices)
 - Crosscutting concepts that unify the study of science
 - Scientific and engineering practices
 - Disciplinary core ideas in the physical, life and earth/space sciences
- Quarterly Instructional Segments
- Fund for STEM Materials and Supplies
- Instruction utilizing the Kids Invent program
- Implementation of Science Scope & Sequence assignments and assessments
- CFAs assessments utilizing EdCite generated tests.
- Use of the Instructional Practice Walks tool during classroom walkthroughs (Weekly)
- Science SBAC Interim Assessment Blocks 3 times and analyze data to plan for re-teaching (5th gr.)

- EdCite generated Science assessments
- CAST online Practice tests
- **Provide;**
- 2 Certificated Tutors for Reading Lab
 - Fund for 4+ Teaching Fellows
 - School Psychologist
 - Teacher Supplemental Salaries (tutoring, etc.)
 - Fund for PL textbooks
 - Fund for Subs for PL
 - Fund for Subs for staff members involved Personalized Learning Initiative (PLI).
 - Fund for multi-year Site Personalized Learning Initiative (PLI).
 - Fund for PL Conference fees and related travel expenses
 - Fund for SST/IEP meetings-Subs
 - Fund for Grade Level Planning Days (if allowed)
- Fund for online licenses (Mystery Science, Scholastic News)
- Technology to support instructional program
 - Direct Maintenance
 - Direct Graphics
 - Office Equipment Lease-Ricoh
 - Food/Snacks for Assessment Windows
 - Transportation (fieldtrips)
 - Fund for supplemental writing resource program
- Student Incentives
- Custodial Supplies
- Health Supplies

Specify enhanced services for EL students:

- Integrate art into Science instruction
- Provide multiple and varied opportunities to learn and use science in meaningful ways,
- Explicitly teach specialized vocabulary, including domain-specific vocabulary, general academic vocabulary and familiar words that take on new meaning in science
- Provide multiple opportunities to use the specialized language of science; to support students' conceptual understanding and ability to engage in deeper inquiry in science.
- Teach the CAELD standards in tandem with the CANGSS and the CACCSS for ELA/Literacy, to fully include ELs in science instruction.
- Ensure ELs have access to the science curriculum and develop advanced levels of English in science.

Specify enhanced services for low-performing student groups:

- Collaborate within and across content areas, English language development (ELD) teachers, SPED staff and other support professionals
- Integrate art into Science instruction
- Implement engaging projects and hands-on experiences pedagogy that inspire students to participate and learn about science.
- Culturally Responsive Teaching
- Create and sustain "growth mindset" learning environments that support students' positive attitudes toward Science.
- Integrate culturally and linguistically responsive pedagogy to promote an "additive stance" toward diversity.
- Initiate respectful and positive teacher-to-student interactions, and inspire students to see themselves as

scientists and engineers.

- Integrate art into Science instruction
- Provide multiple and varied opportunities to learn and use science in meaningful ways,
- Explicitly teach specialized vocabulary, including domain-specific vocabulary, general academic vocabulary and familiar words that take on new meaning in science
- Provide multiple opportunities to use the specialized language of science; to support students' conceptual understanding and ability to engage in deeper inquiry in science.

2022-2023 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			Teacher Supp Contracts Also G1 A2,3 No IEPs	4,952.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Mat/Supplies Also G1A2-4 G2A1, G3A1, G4A1, G5A1-4	38,735.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease Also G1 A2-4, G5 A1-4	21,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Mat/Supplies Also G1A2-4 G2A1, G3 A1 G4A1, G5 A1-4 **No food or incentives**	3,273.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Cert. Tutor for 4-6th	40,213.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			On-line licenses (Dibels, Mystery Science) Also G1 A1, 3, 4	1,700.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies Also G1 A1-3, 4 **No food or incentives**	3,003.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Supplemental Writing prog. Also G1 A1,3, 4	22,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Online Subscriptions Also G1A1,3,4, G2A1, G3A1, G5A1-4	253.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maint. Also G1 A1,3, 4	1,500.00
G1A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.3000	Psych	51,387.00
G1A2	Sup & Conc	Food Services	Food			: Student Snacks (Testing) Also G1A1,3,4 G2A1, G3A1	4,000.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A1, 3, 4	789.00
G1A2	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Psych	17,129.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for GLP & PD Also G1A1,3 G4A1	26,519.00
G1A2	One-time School	Instruction	Nc-Equipment			: Tech Also G1A1,3,4, G2A1, G3, A1, G4A1, G5A1-4	30,000.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1 A1, 3,4	41,391.00
G1A2	One-time School	Instruction	Travel			: Travel Conferences for PD Also G1A1,3,4 G4A1	15,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	CT Also G1 A3	16,059.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8125	Also G1 A1, A3	110,010.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	CT Also G1 A3	21,413.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1875	Also G1 A1, A3	25,388.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: OnLineSubsc Also G1A1,2, 4 G2A1, G3QA1, G5A1-4	881.00

\$496,595.00

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	✓		86.18 %	2021-2022	98 %

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.

Teachers implemented CHAMPS strategies, The majority of teachers implemented weekly Class Meetings and Weekly Second Step lessons.

Students participated in our Monthly Good Behavior Activities, Character Counts and Character of the Month. The site's CWA implemented various small Boys to Men and Girl Power groups. Students who agreed to a Restorative Circle took advantage of the Restorative Practices Coach. 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, 4th graders visited the Fresno Police Department. However, due to Covid restrictions; the Leadership Club and Task Forces were not formed.

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

The following were key factors contributing to the disproportionality of low-performing students; SWD, Foster Youth, African American ELs

Rapid-spreading Covid cases, absences, along with quarantined students and staff were a major factor which impacted student-centered and real-world learning experiences.

Many students were quarantined/tested positive for Covid and accumulated many absences.

- SWD: 26.87% Severely absent
- Foster Youth: 44.44% Severely absent
- ELs; 14% Severely absent
- Homeless: 50% (1 student count only)
- African/American: 58% Severely Absent (21 of 36 total students)

Lots paraprofessionals also tested positive for Covid and were quarantined.

The substitutes shortage affected student learning

Lots of quarantined students did not complete their assigned work.

Not all teachers provided online teaching for quarantined students, thus they did not receive physical-in-person instruction.

Optional PLC meetings impacted teacher collaboration and planning

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. Monitor EL students closely for progress.

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. However due to Covid restrictions, some of these did not take place. Activities which did not involve travel, such as weekly Second Step lessons and Classroom Meetings did occur. Our CWA 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 2022-23 SPSA.

Bakman will continue Second Step lessons, Classroom meetings, Leadership Club, Girl Power, Boys to Men and other skill-building groups. 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 in Goal 3.

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

1 SSC:

SSC members agree that participating in real-world experiences is beneficial to all our students, as they prepare them to be active citizens in a global community.

2 ELAC:

ELAC members also agree that participating in real-world experiences is beneficial to all our students, as they prepare them to be active citizens in a global community. They shared these opportunities expose students to various career options.

3 Staff:

Our staff members whole-heartedly believe our students must participate in real-world experiences, as they are taught necessary skills to be successful. They will continue to implement CHAMPS, Character Counts, Second Step, and Class Meetings.

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, Girl Power, Restorative Practices and Culture Climate strategies, Task Forces, Goal 2 and CTE district-funded fieldtrips.

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)

Teach literacy

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

Fund for custodial supplies

Fund for health supplies

Transportation (fieldtrips)

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:

Weekly Class Meetings

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

Transportation (fieldtrips)

Specify enhanced services for low-performing student groups:

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	✓		57.39 %	2021-2022	40 %
Suspension Rate - Semester 1	✓		2.02 %	2021-2022	1 %

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.

Due to Covid restrictions, Bakman's students and our community partners did not participate in community activities. Students, however, joined 'site athletic clubs' (volleyball, board games, basketball, intro to cheer). Staff members were given supplemental contracts to lead the various clubs.

Due to Covid restrictions, all Family Night events did not occur from August until Spring.

Classroom Meetings and Classroom Circles continued.

Students however, did participate in choir, music, and strings.

Students also enrolled in our ASES program.

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

The following were key factors contributing to the disproportionality of low-performing students; SWD, Foster Youth, African American ELs

Many students were quarantined/tested positive for Covid and accumulated many absences.

- SWD: 26.87% Severely absent
- Foster Youth: 44.44% Severely absent
- ELs; 14% Severely absent
- Homeless: 50% (1 student count only)
- African/American: 58% Severely Absent (21 of 36 total students)

Lots of teachers and paraprofessionals also tested positive for Covid and were quarantined.

The substitutes shortage affected student learning

Lots of quarantined students did not complete their assigned work.

Not all teachers provided online teaching for quarantined students, thus they did not receive physical-in-person instruction.

Optional PLC meetings impacted teacher collaboration and planning

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. Monitor EL students closely for progress.

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).

Students were unable to participate in competitive sports in the first semester, thus Bakman offered various 'clubs' for them to join.

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 2022-23 SPSA.

Bakman students will continue to engage with the community and participate in sports and music. Supplemental contracts will be offered to staff members to coach or lead various student clubs. Bakman will continue to fund for materials and supplies needed for student engagement in school and the community.

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

1 SSC:

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.

2 ELAC:

ELAC parents and community see student engagement as a way for students increase their language proficiency. They expressed a desire to have more community partners.

3 Staff:

Staff members strongly believe in student-engagement in and out of school. Students who are more engaged in school and in their communities, have better attendance, have a positive view of education, which leads to higher academic achievement.

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

Action 1

Title: Student School Engagement

[Action Details:](#)

Bakman will implement systems and structures which promote student engagement in the school and community. Bakman will also partner with Bakman Water Co., Harmony Church and Shop N Go. Bakman will continue the regular practice of Classroom Circles as they are a core element of a restorative culture and support RP, along with the district's Classroom Management Plan to address all Tier 1 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

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 NTA extra time

Fund for Transportation to Goal 2-related off-site activities.

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

Fund for Ice Cream for sports participation

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, Science Night Activities, various Family Night 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

Fund for Direct Maintenance

Food/Snacks for Assessment Windows

Attendance 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:

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

Transportation (fieldtrips)

Specify enhanced services for low-performing student groups:

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)

CWAS group skills

Restorative Practices Coach, skills building to increase engagement

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics Also G1A1-3, 4, G5 A1-4	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Student Incenti			: St. Incentives Also G1A1-3, 4, G2,A1, G5A1-4	6,500.00
G3A1	One-time School	Health Services	Medical Supp			: Nurse Office Supplies (Covid) Also G2A1, G4A1, G5A1-4	3,000.00
G3A1	One-time School	Other Pupil Services	Oth Cls-Supp			NTA extra hours	9,811.00

\$19,811.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		91.93 %	2021-2022	96 %

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.

Bakman's goal was to recruit and maintain African/American, Asian, male and Hispanic staff members which are representative of our diverse demographics.

Bakman hired 3 male teachers (one is Asian), who serve as role models to all our male students.

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

It is difficult to recruit diverse staff members, due to low pool of applicants with the backgrounds and qualifications Bakman needs.

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 hired 3 male teachers. Bakman current staffing will decrease our FTEs by 3, (1 RSP and 2 teachers). Bakman continued to fund for a 1 FTE TSA

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 2022-23 SPSA.

Continue funding a 1 FTE TSA

Fund for 2 CTs instead of 1.

Recruit staff members with diverse backgrounds who reflect our community.

Continue to offer PL to newly hired staff members

Increase Recruitment/Retention of certificated teachers:

Provide 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.

Materials and Supplies, including Technology

Professional Educational Books

Aligned Professional Learning of DEI

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

1 SSC:

SSC members agree diverse teachers would reflect our students and would serve as role models.

2 ELAC:

ELAC members also agree diverse teachers would reflect our students and would serve as role models.

3 Staff:

Staff members help recruit diverse teacher-friends to join our Bakman family. They see a need for African-American, Asian, male staff and other diverse backgrounds.

Action 1

Title: STAFF: Increase recruitment and retention of staff

Action Details:

Retention of staff which reflects the school's community is integral and critical in education. Staff and students benefit from learning to function and work in an environment which has a diverse staff. Thus, Bakman will increase recruitment and staff retention, which reflect our community, by allowing staff to collaborate with and within grade-levels, with other Regional teachers, site PLC and by offering ongoing and relevant Professional Learning opportunities.

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

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 Professional Consultants/trainers, travel and consulting costs

Professional Educational Books

Aligned Professional Learning to Cultural Proficiency through

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

Use of all/some of the following Resources/Books to support PL and teacher capacity

- Learning by Doing by Richard Dufour, Rebecca Dufour, Robert Eaker, Thomas Many
- Visible Learning by John Hattie (use book to check for effectiveness of programs/vendors)
- Visible Learning for Literacy by Fisher, Frey, Hattie
- Focus by Schomker
- Rigorous Reading by Fisher, Frey
- Learning to Improve by Bryk, Gomez, Grunow, and Leahieu
- Sensible Mathematics by Leinwand
- On Your Mark by Thomas R. Guskey
- Culturally Responsive Teaching and The Brain by Zaretta Hammond
- Content Area Conversations by Fisher, Frey, and Rothenburg
- Leverage Leadership by Paul Bambrick-Santoyo
- Integrated Multi-Tiered Systems of Support by Kent McIntosh and Steve Goodman
- Cultural Proficiency: A Manual for School Leaders 4th
- Equity for Grading, Joe Feldman
- MTSS Support Documents: Definition of Tiers, Teaming Structures
- Safe and Civil Schools: Foundations

Specify Professional Development or Staff Services to support EL students:

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

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 (ELA/Math)

Provide PL from ILT on the Sunnyside Region Literacy Project.

Specify Professional Development or Staff Services to support low-performing student groups:

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

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 (ELA/Math)

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

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	✓		89.86 %	2021-2022	90.96 %

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.

In-person parent/teacher conferences were took place online, or by telephone. Family Nights were also placed on hold due to Covid restrictions. Classroom visitors or volunteers were also restricted.

Other FUSD-funded parent PLs (Parent University) did not occur.

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

Due to Covid restrictions, families had limited opportunities to engage in their student's education. Parent/teacher conferences and other meetings were held on Teams or Zoom, however, many Bakman parents do not know how to use technology.

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).

- Fund for Meeting Translators (did fund)
- Fund for Food for Parent Meetings- (did not fund)
- Fund for Substitutes for IEP/SSTs-(did not fund as there was a substitute shortage)
- Materials and Supplies- (Continued funding and providing)
- Nicky's Parent Communicator Folder for K-2 (Continued funding and providing)
- Parent-teacher Communication Planners (Student Agendas) for 3rd-6th (Continued funding and providing)
- Graphics (Continued funding and providing)
- Food/Snacks for Assessment Windows (Continued funding and providing)
- Attendance Incentives (Continued funding and providing)

These goals and actions can be found in Goal 5 of the 2022-2023 SPSA

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 2022-23 SPSA.

Bakman will continue to fund;

- Food for Parent Meetings
- Substitutes for IEP/SSTs
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Parent-teacher Communication Planners (Student Agendas) for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Family Night events to Increase family engagement
- Custodial Supplies
- Health supplies

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

1 SSC:

SSC members believe that family involvement and engagement plays a positive role in raising student academic achievement. They support parent/teacher meetings, Family Night events, and all other activities which include families.

2 ELAC:

ELAC members believe that family involvement and engagement plays a positive role in raising student academic achievement. They support parent/teacher meetings, Family Night events and all other activities which include families. They also believe that family engagement will help students reclassify to R-FEP.

3 Staff:

Staff members understand the value of family involvement and engagement in their child's education. They support activities which provide families the opportunity to come to school for academic and non-academic events.

Action 1

Title: Parent/Teacher Conferences & Meetings

Action Details:

Parent-teacher conferences and other parent/teacher meetings are a great opportunity to: share academic progress and growth based on classroom observations, testing data, assessments, and assignments. Teachers will notify parents of upcoming annual conferences or other needed parent/teacher conferences and of their importance and information which will be shared, which will include; academic progress, strengths, needs, behaviors, online academics (iReady ELA/Math, ST Math) as well as other educational websites. Teachers will also share at-home strategies, parents can implement to help support their children.

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

Parent/Teacher Conference Sign-in Logs

SST/IEP attendance logs

Visitor Sign-in Logs

Returned Signed documents.

Edutex

Parent University logs

Parental involvement SSC, ELAC, DAC, and LCAP meetings

Owner(s):

Teachers (Gen. ED & SPED)

TSA

Admin

Timeline:

Ongoing

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

- Edutext
- 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 (if allowed)
- Athletic events
- Volunteer in classrooms (if allowed)
- Edutext

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)
- Health & Custodial Supplies
- Babysitting for various meetings

Specify Direct Service and Opportunities for parents and families to support EL students:

- 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)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- 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)
- Health & Custodial Supplies

Action 2

Title: School Parental Engagement

Action Details:

Parental engagement in different school events plays a crucial role in developing community and is important for students both socially and academically. Thus, Bakman offers many inclusive opportunities for families to engage in their students' education (Quarterly Awards Assemblies, fieldtrip chaperones, Family Nights -Literacy, Game, Science, FamilyDance, Movie, Pastries with Parents, volunteering, Title I meetings and others).

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

Edutext

Parent University

Parent Portal

Communication with parents

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

Owner(s):

Teachers

Office Staff

Admin

Timeline:

Ongoing

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

- Communicate events utilizing different media: Facebook, Bakman webpage, School Messenger, Class Dojo.
- Talent Show (if allowed)
- Athletic events
- Fund for Meeting Translators
- Fund for Food for Parent Events
- Assemblies
- Fund for vendors (Krazy Karen, Science Mobile, Wacky Wendy, and other), if there are no Covid restrictions.
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies
- Volunteer in classrooms (if allowed)

Specify Direct Service and Opportunities for parents and families to support EL students:

- Communicate events in Spanish.
- 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
- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Fun Works, Science Mobile, and others), if there are no Covid restrictions.
- 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)
- Health & Custodial Supplies
- Fund for;
 - Family Nights
 - Literacy Nights
 - Science Nights
 - Family Fun Nights
 - Meeting Translators
 - Food for Parent Meetings
 - Fund for Substitutes for IEP/SSTs

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Fun Works, Science Mobile, and others), if there are no Covid restrictions.
- 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)
- Health & Custodial Supplies
- 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

- 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)
- Health & Custodial Supplies
- Babysitting for various meetings
- Related costs to participate in Peach Blossom, learning trips

Action 3

Title: Parent Participation in SSC

Action Details:

The SSC works together to develop, give recommendations, monitor the school's improvement plan, its implementation and effectiveness on an ongoing basis. Thus, Bakman will offer opportunities for parents and community members to be part of the SSC. The SSC members will work with the principal to recommend ways to allocate the school's spending budget to improve outcomes.

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

- Provide dates and times of upcoming SSC meetings

- Telephone calls to remind parents of SSC meetings
- Post SSC meeting notices and agendas on Bakman's Facebook, webpage, Twitter, & Marquee
- Utilize Messenger to invite all families to attend SSC meetings.
- Involvement in SPSA writing and budget decisions
- Fund for Meeting Translators
- Fund for Babysitters
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support EL students:

- Provide dates and times of upcoming 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 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- 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)
- Health & Custodial Supplies
- Provide dates and times of upcoming SSC meetings

Action 4

Title: ELAC Parent Participation

Action Details:

Bakman will provide ELAC members with the latest English Language Proficiency Assessments for California (ELPAC) results, reclassification rates, and data points specifying how Bakman addresses the needs of ELs, as well as how the school is serving this group.

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

Sign-in Logs
Ellevate RFEP Monitoring Tool
Monitor R-FEP Ready Students
Reclassification Rates
Returned Signed documents
Power Bi EL/RFEP reports

Owner(s):

Admin
TSA

Timeline:

Ongoing
4 times a year

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

- Provide dates and times of upcoming ELAC meetings
- Telephone reminders to ELAC members
- Post ELAC meeting notices & agendas on Bakman's Facebook, webpage, Twitter, & Marquee
- Utilize Messenger to invite all families to attend ELAC meetings.
- Provide information to online ELPAC practice tests
- Involvement in SPSA recommendations
- Fund for Translators
- Fund for Babysitters
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 3rd-6th
- Graphics
- Attendance Incentives
- Transportation (fieldtrips)
- Fund for Food for Parent Meetings
- Fund for ELPAC assessors
- Food/Snacks for Assessment Windows
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support EL students:

- 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
- Fund for supplemental contracts for Parent PL.
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- 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
- Fund for supplemental contracts for Parent PL.
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

2022-2023 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			ParentTeacher Conf Translation	982.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Mat/Suppl Also G5, A 2-4 School/Parent Communication Planner **No food or incentives**	1,562.00
G5A1	One-time School	Plant Maintenance & Operations	Cust Supply			: Custodial Supplies Also G1A1-4, G2A1, G3A1, G4A1, G5A2-4	3,000.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Food Parent Events Also G51, 3, 4	2,500.00
G5A2	One-time School	Parent Participation	Mat & Supp			: MatSupp Events Parent Participation **No food or incentives**	6,000.00

\$14,044.00

2022-2023 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			Teacher Supp Contracts Also G1 A2,3 No IEPs	4,952.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Mat/Supplies Also G1A2-4 G2A1, G3A1, G4A1, G5A1-4	38,735.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh Lease Also G1 A2-4, G5 A1-4	21,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Mat/Supplies Also G1A2-4 G2A1, G3 A1 G4A1, G5 A1-4 **No food or incentives**	3,273.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Cert. Tutor for 4-6th	40,213.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			On-line licenses (Dibels, Mystery Science) Also G1 A1, 3, 4	1,700.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies Also G1 A1-3, 4 **No food or incentives**	3,003.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Supplemental Writing prog. Also G1 A1,3, 4	22,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Online Subscriptions Also G1A1,3,4, G2A1, G3A1, G5A1-4	253.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maint. Also G1 A1,3, 4	1,500.00
G1A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.3000	Psych	51,387.00
G1A2	Sup & Conc	Food Services	Food			: Student Snacks (Testing) Also G1A1,3,4 G2A1, G3A1	4,000.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A1, 3, 4	789.00
G1A2	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Psych	17,129.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for GLP & PD Also G1A1,3 G4A1	26,519.00
G1A2	One-time School	Instruction	Nc-Equipment			: Tech Also G1A1,3,4, G2A1, G3, A1, G4A1, G5A1-4	30,000.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1 A1, 3,4	41,391.00
G1A2	One-time School	Instruction	Travel			: Travel Conferences for PD Also G1A1,3,4 G4A1	15,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	CT Also G1 A3	16,059.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8125	Also G1 A1, A3	110,010.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	CT Also G1 A3	21,413.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1875	Also G1 A1, A3	25,388.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: OnLineSubsc Also G1A1,2, 4 G2A1, G3QA1, G5A1-4	881.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics Also G1A1-3, 4, G5 A1-4	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Student Incenti			: St. Incentives Also G1A1-3, 4, G2,A1, G5A1-4	6,500.00
G3A1	One-time School	Health Services	Medical Supp			: Nurse Office Supplies (Covid) Also G2A1, G4A1, G5A1-4	3,000.00
G3A1	One-time School	Other Pupil Services	Oth Cls-Supp			NTA extra hours	9,811.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			ParentTeacher Conf Translation	982.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Mat/Suppl Also G5, A 2-4 School/Parent	1,562.00

G5A1		Parent Participation	Mat & Supp	Communication Planner **No food or incentives**	1,567.00
G5A1	One-time School	Plant Maintenance & Operations	Cust Supply	: Custodial Supplies Also G1A1-4, G2A1, G3A1, G4A1, G5A2-4	3,000.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp	Food Parent Events Also G51, 3, 4	2,500.00
G5A2	One-time School	Parent Participation	Mat & Supp	: MatSupp Events Parent Participation **No food or incentives**	6,000.00
					\$530,450.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$74,412.00
Sup & Conc	7090	\$252,444.00
LCFF: EL	7091	\$65,600.00
One-time School	7099	\$137,994.00
Grand Total		\$530,450.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$496,595.00	
G3 - Increase student engagement in their school and community	\$19,811.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$14,044.00	
Grand Total		\$530,450.00