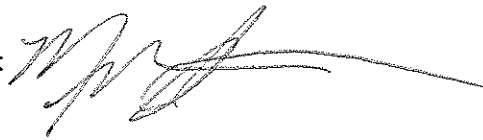


Bakman Elementary

10621660108100

Principal's Name: Melissa Jones

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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.	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

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 – Willem Durham		X			
3. Meagan Andrade		X			
4. Ryan Von Hoyningen Huene		X			
5. Jessica Rodriguez			X		
6. Margarita Banuelos				X	
7. Lucy Moua				X	
8. Jasmine Cisneros				X	
9. Martha Rios				X	
10. Angela Contreras				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ 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		March 23, 2023
SSC Chairperson	Willem Durham		March 23, 2023

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 2023/24

Bakman - 0535

ON-SITE ALLOCATION

3010	Title I	\$90,720 *
7090	LCFF Supplemental & Concentration	\$287,015
7091	LCFF for English Learners	\$69,552
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$28,085</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$475,372

* 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	\$2,688
Remaining Title I funds are at the discretion of the School Site Council	<u>\$88,032</u>
Total Title I Allocation	<u>\$90,720</u>

Bakman Elementary 2023-2024 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		-56 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		25.5 %	2021-2022	26.6 %
SBAC Math - Average distance from standard	✓		-68 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		18.36 %	2021-2022	19.46 %

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.

iReady Early on/Mid or Above grade level

Ready Math	D1	D2	iReady ELA	D1	D2
K	10	23	K	15	49
1st	2	14	1st	9	25
2nd	2	12	2nd	5	22
3rd	3	20	3rd	22	39
4th	5	16	4th	9	18
5th	8	15	5th	11	19

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

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

6th 8 20 6th 15 25

CAASPP	ELA	Math
21-22	SME, SNrM, SNM	SME, SNrM, SNM
3 rd	24/30/46	23/31/47
4 th	22/20/58	17/30/53
5 th	25/16/60	14/28/57
6 th	31/38/31	20/34/46

CAASPP		ELA	%	SBAC		Math by	%
ELA G.L		By	All vs.	Math		Ethnic	All vs.
Sbgrp.	%	Ethnic.	Econ.	G.L	%		Ec.Dis.
			Disad.	Sbgrp.			
All	26	Hisp/ Ltno	26/26	All	18	Hisp/ Ltno	19/18
Ec.Dis	25	Asian	27/26	Ec.Dis	18	Asian	22/21
EL	15	Blk A/A	20/15	EL	12	Blk A/A	7/8
St/Dis	12	White	7/8	St/Dis	10	White	7/8
FY	0	Fil	0/0	FY	0	Fil	0/0
Home less	0			Home less	0		

Math

Bakman implemented GoMath as the GVC on a daily basis. Students also practiced math fluency through Reflex Math, and iReady Math.

Goal setting- Admin, held goal-setting conferences with teachers, and teachers held goal-setting data chats with their students.

Bakman's 5th 6th grade teachers received MLD training and implemented the strategies in their classrooms. Two push-in Teaching Fellows supported upper-grade students within a small group/individual settings.

The district-provided Academic Coach attended the MLD training alongside the 5th & 6th grade teachers and

provided support through demo lessons and Coaching Cycles.

Bakman funded for EdCite a user-friendly online assessment platform presented during an Admin. Meeting. Its purpose was to,

- Provide teachers quick access to hundreds of standards aligned SBAC practice questions
- Provide students online practice mimicking SBAC
- Create Common Formative Assessments with instant test results
- Allow for grade-level collaboration
- Provide instant data through dynamic reports to help drive [instruction](#).
- However, teachers reported spending many hours searching for questions. We were under the impression that EdCite created the questions, but questions are uploaded by many different users throughout the U.S. There is no guarantee they are standards, or grade level-aligned, or vetted. Additionally, as of September 2022, EdCite contained only 12 Smarter Balanced question types. Bakman decided to discontinue using EdCite and continue implementing the IABs found in the Tools for Teachers for ELA and Math.

ELA

Bakman also funded for two .4375 FTE Certificated Tutors. However, the second position remained vacant all year. The site's SSC decided Our current CT also took personal leave thus, students did not receive reading intervention during that time.

Bakman funded for 4 Teaching Fellows, but started the school year with only 3, and CTFF was in search of more employees. Bakman received the 4th Teaching Fellow in late January. 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 to support students in small groups. However, for the majority of the year, Bakman only had three Teaching Fellows.

Bakman also funded for a 1 FTE TSA. The TSA,

- Serves as our English Learner representative, attends all meetings
- Monitors Ellevation to ensure RFEP monitoring, and redesignation is complete
- Administers practice and ELPAC assessment
- Supports teachers with ELA and ELD instruction
- Maintains EL documents in students' cumulative files
- Conducted English Learner PD to all staff.
- For the current year, 16 students reclassified as RFEP (as of early March) compared to 6 in 22/23 academic year.
- Other assigned duties

Bakman purchased a writing program, The Write Tools. The contract provided three PD days and one day of demo lessons. This was year one of a multi-year contract, which focused on Informative and Expository Writing. However, the presenter's experience was more secondary in nature.

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 second CT position remained vacant. The SSC reallocate those unused monies towards teacher tutoring contracts and classroom libraries.

- Bakman funded for 4 Teaching Fellows, but only received 3. However, Bakman extended the contract window for the 3 TF from March to mid-May to continue supporting students.
- Funded for EdCite, but ceased its implementation.

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 2023/24 SPSA.

- Bakman will,
- No longer fund for EdCite.
 - Fund for 1FTE Reading Specialist, instead of two .4375FTE CTs
 - Continue to fund for 4 Teaching Fellows
 - Continue funding for The Write Tools

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 were presented with student achievement data. The school needs assessment survey ranked a Reading Specialist, CT, and Teaching Fellows as highest. The members voiced their desire to offer more teacher tutoring contracts to support students with the greatest DFS.	2 ELAC: ELAC parents want a reduction in LTELs and higher reclassification rates. The members voiced their desire to offer more teacher tutoring contracts to support students with the greatest DFS.	3 Staff: The school needs assessment survey ranked a Reading Specialist, CT, and Teaching Fellows as highest. The members voiced their desire to offer more teacher tutoring contracts to support students with the greatest DFS.
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Action 1

Title: Students will improve ELA Academic Performance

Action Details:

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

- Professional development
- RTI structures
- Assessments (BPST, iReady, IAB, DIBLES, CFA's, etc.)
- Reading Specialist and teaching fellows will focus on foundational reading skills for the lowest 15% of students utilizing WonderWorks, Phonics for Reading and Orton Gillingham
- Instruction at a high level of rigor as supported by our Academic Coach and PL.

Bakman will also continue to work on the Sunnyside regional focus on Integrated Literacy through professional development and collaboration within the region

Bakman will also implement Write Tools to supplement Wonders. The writing program will focus on a specific genre, (expository writing) the first year and narrative the second year

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

Explain the Progress Monitoring and data used for this Action

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

DIBLES 3 times a year (Fall/Winter/Spring) K-3
iReady Testing 3 times a year (Fall/Winter/Spring) K-6
IABs Testing (Fall/Winter/Spring)
SBAC state testing (Spring)
Ongoing Teacher Formative Assessments (CFA's)
Provide feedback utilizing the IPG
IPG-Focus on Tenets 1, 2 and 3.
Ca. School Dashboard
English Learner Progress Monitoring via Elevate

Tier I Multitiered Instruction (TI,II,III)

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

Owner(s):

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

Timeline:

Quarterly check-in's with Lead Teachers

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

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

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

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

Provide;

- 1FTE TSA
- 1 Reading Specialist for Reading Lab
- Fund for 4+ Teaching Fellows for Reading Lab
- Daily iReady ELA instruction (independent or small group)
- Teacher Supplemental Salaries (tutoring, etc.)
- Fund for PL textbooks
- Fund for Subs for PL
- Fund for Subs SST parent/teacher collab meetings-
- Fund for Grade Level Planning Days (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, etc.
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Student incentives
- Fund for supplemental writing resource program

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

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 monitor our SWD, AA and EL Students progress specifically on all assessments.
- TST will prescribe Tier 1 and 2 interventions as appropriate
- Food/Snacks for Assessment Windows
- Implement CAASPP ELA Practice Tests

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

Use of Common Core Companion; " The Gist"

ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students

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

Data Sharing with all stakeholders at all Reclassification windows

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

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

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

Implement grade-level Wonders' English Learner curriculum

Implement ELD strategies based on students' language proficiency level.

Focus on "Part 2" of ELD standards

Identify "At Risk and LTELLs" and monitor progress

MTSS Implementation

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

Utilize CAASPP ELA practice tests

Implement CAASPP ELPAC Practice Tests

Implement strategies for Listening, Reading, Speaking and Writing

Action 2

Title: Improve Math GL academic performance at Challenging Levels.

Action Details:

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

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Principal
Vice principal
TSA
School Academic Coach
Teachers

Timeline:

Quarterly Check-in's with each Grade Level Lead

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

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

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

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

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

Specify enhanced services for EL students:

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

Implement Math strategies for Listening, Reading, Speaking and Writing

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.

TST will prescribe Tier 1 and 2 interventions as appropriate

Food/Snacks for Assessment Windows

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

Implement use of academic discourse using math vocabulary

Focused on our AA and EL by

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

2023-2024 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	Bks & Ref			: Online Subscriptions to supp Instruct. Also G1A2	2,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	48,595.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Direct Graphic-DIBELS student books	1,100.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA	147,389.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.5500	CT-Reading Specialist	75,741.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supp Also G1A2, G2A1	28,067.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4500	CT-Reading Specialist	61,969.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Online Subscripts Also G1A2, G3A1	750.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Mat & Sup ELL	6,833.00
G1A1	One-time School	Instruction	Mat & Supp			: Mat & Supplies Also G1A2 **No incentives or food **	6,924.00
G1A1	One-time School	Instruction	Nc-Equipment			: Tech to supp Inst. Also G1A2	7,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Tutoring Supp Contr. Also G1A1, G3A1, G4A1 **No IEPs **	20,945.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat & Sup Also G1A1 G3A1 **No incentives or food **	15,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Teacher Parent Collaboration Also G4A1	3,002.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Dibels online subscription	1,500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			DMaintenance, Also G1A1	500.00
G1A2	One-time School	Instruction	Teacher-Supp			Supp. Cont. Planning Also G1A1, G4A1	6,161.00

\$433,976.00

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	✓	98 %	87.36 %	2022-2023	99 %

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 practices and strategies. Teachers also implemented weekly Class Meetings and Second Step lessons.
- Students participated in our Monthly Good Behavior Activities, Character Counts and Character of the Month.
- The site's CWAS implemented various small SEL skill building groups.
- The Restorative Practices Coach met with students to discuss issues affecting them and developed agreements to move forward. The site, as a whole implemented Culture Climate strategies identified by the GROWLERS (CC team).
- With Goal 2 funding, our students participated in enrichment fieldtrips, 6th grade; Calvin Crest camp, 5th grade; San Jose Tech Museum, 4th grade; Chaffee Zoo, 3rd grade; The Met Museum, 2nd grade, San Joaquin River Parkway, 1st grade; Chaffee Zoo, Kinder; Chaffee Zoo and TK: Playland.
- With CTE funding, 1st, 2nd graders learned about engineering through Bricks 4 Kids. Fourth graders worked with community partners, Fresno Police Department, Fresno Chaffee Zoo, Chukchansi Park and the Fresno State Farm. Sixth grade students visited local colleges.
- The four Kindergarten classes partnered with Lego in learning about farms and produce. Parents helped their children build a produce truck during our first ever Lego event.

2

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

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

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, the 6th grade camp experience historically has the lowest participation rates, as many parents choose not to allow their children on overnight trips. SEL and other skill-building groups did not start right away, as Bakman received a CWAS in October. Not all students wished to participate in Restorative Practices.

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 2023/24 SPSA.

Bakman will continue implementing Second Step lessons, Classroom meetings, Olweus Anti-Bullying curriculum. All grade levels will select and plan for Goal 2 and CTE learning experiences. The CWAS will plan and schedule SEL and other skill-building groups by early September to support students with their different needs.

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 participating in real-world experiences opens doors to many opportunities, career choices, and is beneficial to all our students, as it prepares them in being success global community members.	2 ELAC: ELAC members also agree that participating in real-world experiences benefits 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 success. They will continue to implement CHAMPS, Character Counts, Second Step, and Class Meetings.
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Action 1

Title: Student Centered Real-world learning experiences

Action Details:

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

- CHAMPS
- Class Meetings
- Second Step
- Monthly Good Behavior Activities
- Student Leadership Club
- Character Counts
- Boys to Men and Girl Power Groups
- Restorative Practices
- Culture Climate strategies
- Goal 2 and CTE district-funded fieldtrips
- Meaningful Work for Students
- Task Forces

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

Ongoing
Quarterly
After Survey administration

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

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

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

Invite community members and to read to students.

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

Food/Snacks for Assessment Windows

Attendance and other student Incentives

Students will

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

Specify enhanced services for EL students:

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

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	✓	40 %	37.16 %	2022-2023	36.56 %
Suspension Rate - Semester 1	✓	1 %	1.85 %	2022-2023	1.52 %

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 students participated in various teacher-led activities, Volleyball Club, Spelling Bee and Cheer.
- Fifth and sixth grade students joined volleyball, basketball, soccer, cross country, softball, and track and field.
- Third and fourth grade students participated in cross country, since other sports are reserved for the 5th & 6th grade.
- Students attended and participated in FamilyNight events; Movie Night, Literacy Night and the 100th day of School Dance.
- Staff members were given supplemental contracts to lead the various clubs. Classroom Meetings and Classroom Circles continued.
- Choir, music, and strings were popular choices for the intermediate grades.
- About two hundred students enrolled in our ASES program.
- 5th graders managed and collected recycling items from each classroom.
- Bakman funded for Krazy Karen to emcee school rallies.
- Asixgrade student placed 2nd in FUSD's Spelling Bee.

2

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

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

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 able to participate in various school extracurricular activities.

Bus-riding students represent the group less involved in extra-curricular activities.

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 2023/24 SPSA.

Bakman will,

- Encourage more students to participate in sports and/or other school activities.
- Continue funding for Krazy Karen to emcee our school rallies.
- Continue funding for student incentives.

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:	2 ELAC:	3 Staff:
SSC members want to see an increase in student engagement in school and with the community, as this teaches valuable collaborative, problem solving, and decision-making.	ELAC parents and community see student engagement as a way for students increase their language proficiency. They expressed a desire to have more community partners.	Staff members strongly believe in student-engagement in and out of school. Students who are more engaged in school and in their communities, 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 by:

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

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

- Classroom Meetings
- Second Step Lessons
- Restorative Practice
- Safe and Civil School Program

- Climate & Culture SEL elements

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

Explain the Progress Monitoring and data used for this Action

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

Engagement Tool

Permission Slips

PowerBi Survey Results

CTE participation

Owner(s):

Coaches

Staff

Restorative Practice Counselor

Intervention Specialist

Growlers Team (SEL Committee)

Timeline:

Ongoing

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

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

Order Posters/Certificates, etc. through Graphics Department

Fund for 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, Family Dance, Movie Night, Science Night Activities, Pastries with Parents, various Family Events.

Fund for food for various school student activities

Partner with Bakman Water Company for annual Student-Only carnival

Partner with Shop-N-Go

Study trips for each grade level through Goal 2 funding

Fund for technology

Fund for Graphics, copier

Fund for Direct Maintenance

Food/Snacks for Assessment Windows

Attendance Incentives

Student incentives

Transportation (fieldtrips)

Regular practice of Classroom Circles

Implementation of Restorative Practices

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

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

Specify enhanced services for EL students:

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)

IS group skills

Restorative Practices Coach, skills building to increase engagement

2023-2024 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	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease	24,316.00
G3A1	Sup & Conc	Attendance & Social Work Services	Student Incentives			St. Incentives	2,500.00

\$26,816.00

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	✓	96 %	85.95 %	2022-2023	97 %

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

1

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

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 1 male African American teacher for 6th grade. Bakman now has 1 male Asian in 2nd grade, 1 male Caucasian in 3rd, 2 Caucasian males in 5th and 2 males in 6th (one Asian, and 1 African American), who serve as role models to all our male students.

Bakman conducted Data Chats with all teachers to analyze data and plan for next steps.

Bakman's goal was to fill vacant paraprofessional vacancies. However, candidates declined interviews or were no-shows.

Funded for supplemental tutoring contracts.

Funded for 4 grade level planning days for all staff.

Bakman funded for The Write Tools and received 4 days of professional development focusing on informative and expository writing.

Bakman funds for all materials and supplies.

2

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

Bakman began the year with 1 RSP teacher, instead of two, and finally received one mid-October. However, our current RPS teacher was out on leave for four months. RSP students' instruction was provided by long-term subs or supported by ISGs.

The two SDC classrooms opened without Paraprofessionals. They received support from site and departmental staff members.

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

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

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

- Bakman hired an additional male teacher for 6th grade.
- Bakman current staffing included the addition of 2 SDC teachers (1st-3rd and 4th-6th).
- Bakman began the year with 1 RSP teacher and then acquired a second FTE.
- Were provided a district-funded Academic Coach.
- Bakman funded for 4 grade level planning days for each staff member, but scheduled 2 days only, due to Substitute calendar availability.

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 2023/24 SPSA.

For the 2023-2024 school year, Bakman will continue to,

- Fund for 1FTE Teacher on Special Assignment1FTE Reading Specialist
- Recruit staff members with diverse backgrounds
- Fund for The Write Tools
- Provide materials and supplies, including technology, professional educational books, aligned PD
- Fund for supplemental tutoring contracts

Fund for a 1FTE Reading Specialist instead of .4375 Certificated Tutors.

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. Some parents inquired about bilingual or Dual Instruction, and some signed the DI Interest Form.

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:

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

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target		Owner(s):	Timeline:
iAchieve Staff Management Portal		Amin	On-going
FUSD Recruitment Interview Form		TSA	Quarterly
FUSD Exit Interview Form		Site Hiring Panel (Admin, lead teachers	Lateral Fair
PL logs		HR Dept.	Overage Fair
PLC protocols		Teacher Residency Program	New Teacher Hires
Regional Meeting logs			
Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):			
Increase Recruitment/Retention of certificated teachers:			
On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.			
Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.			
Fund for Materials and Supplies, including Technology			
Fund for a TSA to support teachers academically			
Fund for supplemental teacher contracts			
Fund for PD			
Fund for campus beatification			
Fund for Professional Consultants/trainers			
Professional Educational Books			
Aligned Professional Learning to Cultural Proficiency through			
• High Quality Professional Learning Components • IPG • Regional Plans • State Standards ELA/ Math			
Use of professional texts to support PL and build teacher capacity			
Specify enhanced services for Staff in support of EL students:		Specify enhanced services for Staff to support low-performing student groups:	
Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPG (ELA/Math)		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 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?		Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom?	
PL utilizing the Common Core Companion (ELA/Math)		PL utilizing the Common Core Companion (ELA/Math)	
Provide PL from ILT on the Sunnyside Region Literacy Project.			
Academic Coach will be available for feedback and coaching cycles with teachers to improve instruction.			

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	✓	90.96 %	88.15 %	2022-2023	95 %

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 funded for and provided Spanish and Hmong translation for parent-teacher conferences. VP Torres also helps translate.

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

Bakman funded for Krazy Karen to host/emcee some of our Family Nights.

Funded for snacks and food for Family Nights and other meetings.

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

2

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

Goal 5's historical inequities stem from;

- Parents work schedules, and inability to take 'time off'.
- Lack of transportation to attend various school functions.

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).

There were no differences between intended and actual implementations. However, recruiting parent participation and attendance in our School Site Council was difficult. Nominees declined their nominations and several SSC meetings did not establish quorum, as members were absent.

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 2023/24 SPSA.

Bakman will continue funding for,

- translation for parent-teacher conferences
- snacks/food for Family Night events, meetings
- Krazy Karen (vendor) to emcee Family Night events
- school Planners and Nicky's Folders for school/home communication

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 parent participation plays an important role in children's education. The SSC members shared that parents enjoy the many Family Night events schedules throughout the year.

2 ELAC:

ELAC members agree that parent participation plays an important role in children's education. ELAC meeting attendees shared they would like to see more parental involvement through volunteering. Additionally, ELAC parents enjoy the many Family Night events schedules throughout the year.

3 Staff:

Staff members shared Bakman needs more parent and family engagement in their child's education.

Action 1

Title: Parent/Teacher Conferences & Meetings

Action Details:

Bakman will provide conferences for parents where their student progress such as the following are shared:

- Share academic progress and growth based on classroom observations
- Testing data
- Assessments
- Assignments
- Academic progress
- Strengths
- Needs
- Behaviors
- Online academics (iReady ELA/Math, ST Math) as well as other educational websites
- At-home strategies that parents can implement to help support their children

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

- Back to School Night
- Conferences
- Open House
- SSC

- ELAC
- Parent Engagement Meetings
- Parent University Presentations
- Family Movie Night
- Family Dance
- Pastries with Parents
- Book Fair
- Academic Nights (i.e. Literacy Night, Science Night, Lego Night (Kinder), etc.)
- Quarterly academic assemblies

Reasoning for using this action: ☒ 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:

Parent/Teacher Conference Sign-in Logs

Teachers (Gen. ED & SPED)

Ongoing

SST/IEP attendance logs

TSA

Visitor Sign-in Logs

Admin

Returned Signed documents.

Home School Liaison

Edutext

Parent University logs

Parental involvement SSC, ELAC, DAC, and LCAP meetings

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- 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
- Athletic events
- Volunteer in classrooms
- 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)
- Babysitting for various meetings

Specify enhanced services for Families of 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)

Specify enhanced services for Families of 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)

Action 2

Title: School Parental Engagement

Action Details:

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

- Quarterly Awards Assemblies,
- Fieldtrip chaperones
- Family Nights (i.e. Literacy, Game, Science, Family Dance, Movie, Pastries with Parents, volunteering, etc.)
- Title I meetings
- SSC Meetings
- ELAC Meetings
- Parent Engagement Hours
- Parent University Presentations

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 Sheets for the Various FamilyNights 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

Home School Liason

Timeline:

Ongoing

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Communicate events utilizing different media: Facebook, Bakman webpage, School Messenger, Class Dojo.
- Talent Show
- Athletic events
- Fund for Meeting Translators
- Fund for Food for Parent Events
- Assemblies
- Fund for vendors (Krazy Karen, Science Mobile, Wacky Wendy, and other)
- 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)
- Volunteer in classrooms
- Fund for campus beatification

Specify enhanced services for Families of 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

Specify enhanced services for Families of low-performing student groups:

- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Fun Works, Science Mobile, and others)
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics

5. Social Media

- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Fun Works, Science Mobile, and others).
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- 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
 - Related costs to participate in Peach Blossom, learning trips

- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Communication through;
 - 1. Edutext Parent University
 - 2. Parent Portal
 - 3. Parental involvement in SSC, ELAC, DAC, and LCAP meetings
 - 4. Class Dojo
 - 5. Social Media

Action 3

Title: Parent Participation in SSC

Action Details:

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

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

Reasoning for using this action: ☒ 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

SSC Sign-in Logs

SSC Agendas

SSC Mnotes

PowerBi- Assessment Results

Fiscal Budget Reports

Owner(s):

Principal

Admin

Timeline:

Ongoing

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Provide dates and times of upcoming SSC meetings
- Telephone calls to remind parents of SSC meetings
- Post SSC meeting notices and agendas on 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)

Specify enhanced services for Families of 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

Specify enhanced services for Families of 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)
- Provide dates and times of upcoming SSC meetings

- Transportation (fieldtrips)

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Par/Teacher Conf Translation	1,180.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			ParentSchool Planners for Acdmc. Communication **No incentives or food **	1,900.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent participation Also G5A1&3	4,000.00
G5A2	One-time School	Instruction	Cons Svc/Oth			TBD : Campus Beauty School Connectedness -Outside vendor.	7,500.00

\$14,580.00

2023-2024 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	Bks & Ref			: Online Subscriptions to supp Instruct. Also G1A2	2,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	48,595.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Direct Graphic-DIBELS student books	1,100.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA	147,389.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.5500	CT-Reading Specialist	75,741.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supp Also G1A2, G2A1	28,067.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4500	CT-Reading Specialist	61,969.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Online Subscripts Also G1A2, G3A1	750.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Mat & Sup ELL	6,833.00
G1A1	One-time School	Instruction	Mat & Supp			: Mat & Supplies Also G1A2 **No incentives or food **	6,924.00
G1A1	One-time School	Instruction	Nc-Equipment			: Tech to supp Inst. Also G1A2	7,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Tutoring Supp Contr. Also G1A1, G3A1, G4A1 **No IEPs **	20,945.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat & Sup Also G1A1 G3A1 **No incentives or food **	15,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Teacher Parent Collaboration Also G4A1	3,002.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Dibels online subscription	1,500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			DMaintenance, Also G1A1	500.00
G1A2	One-time School	Instruction	Teacher-Supp			Supp. Cont. Planning Also G1A1, G4A1	6,161.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease	24,316.00
G3A1	Sup & Conc	Attendance & Social Work Service	Student Incenti			St. Incentives	2,500.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Par/Teacher Conf Translation	1,180.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			ParentSchool Planners for Acdmc. Communication **No incentives or food **	1,900.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent participation Also G5A1&3	4,000.00
G5A2	One-time School	Instruction	Cons Svc/Oth			TBD : Campus Beauty School Connectedness -Outside vendor.	7,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$90,720.00
Sup & Conc	7090	\$287,015.00
LCFF: EL	7091	\$69,552.00
One-time School	7099	\$28,085.00
Grand Total		\$475,372.00

\$475,372.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$433,976.00
G3 - Increase student engagement in their school and community	\$26,816.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$14,580.00
Grand Total	\$475,372.00