

**Bakman Elementary**

10621660108100

Principal's Name: Andrea Valdez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

**Consolidated Program Assurances**

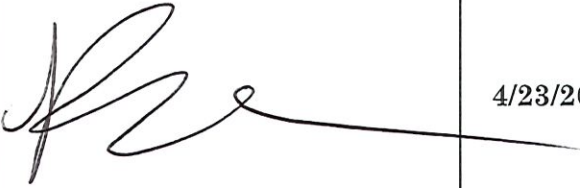
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.                                                                                                                                                                          |
| 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 rewritten 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 - Andrea Valdez        | X         |                   |             |                         |                   |
| 2. Chairperson - Roxanna Bustamante |           |                   |             | X                       |                   |
| 3. Remington Billet                 |           | X                 |             |                         |                   |
| 4. Gabrielle Crookshanks            |           | X                 |             |                         |                   |
| 5. Terri Hughes                     |           | X                 |             |                         |                   |
| 6. Candi Delgado                    |           |                   | X           |                         |                   |
| 7. Veronica Ochoa                   |           |                   |             | X                       |                   |
| 8. Minerva Ruiz                     |           |                   |             | X                       |                   |
| 9. Jennifer Ortega                  |           |                   |             |                         |                   |
| 10.                                 |           |                   |             |                         |                   |
| 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**

| <b>School Name: Bakman Elementary</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                         |                                                                                     |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------|-------------|
| 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. |                         |                                                                                     |             |
| <b>Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Print Name Below</b> | <b>Signature Below</b>                                                              | <b>Date</b> |
| <b>Principal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | Andrea Valdez           |   | 3/18/2025   |
| <b>SSC Chairperson</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | Roxanna Bustamante      |  | 4/23/2025   |

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

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

FY 2025/26

Bakman - 0535

ON-SITE ALLOCATION

|      |                                   |            |
|------|-----------------------------------|------------|
| 3010 | Title I                           | \$93,288 * |
| 7090 | LCFF Supplemental & Concentration | \$290,958  |
| 7091 | LCFF for English Learners         | \$65,142   |

|                                         |                  |
|-----------------------------------------|------------------|
| <b>TOTAL 2025/26 ON-SITE ALLOCATION</b> | <b>\$449,388</b> |
|-----------------------------------------|------------------|

|                                                                           |          |
|---------------------------------------------------------------------------|----------|
| * These are the total funds provided through the Consolidated Application |          |
| * Title I requires a specific investment for Parent Involvement           |          |
| Parent Involvement Budget - Minimum                                       | \$2,704  |
| Program Budget                                                            | \$90,584 |
| Total Title I Allocation                                                  | \$93,288 |

ESSA Assistance Status: Not Identified for Assistance

## Bakman Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (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                                       |          |                | 14.6 %    | 2023-2024 | 20 %      |
| i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth   |          |                | 45.4 %    | 2024-2025 | 60.4 %    |
| i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth |          |                | 46.1 %    | 2024-2025 | 61.1 %    |
| SBAC ELA - Average distance from standard                                         | ✓        | 0 pts          | -58.7 pts | 2023-2024 | -43.7 pts |
| SBAC ELA - percentage of students met/exceeded standard                           | ✓        | 29.9 %         | 25.2 %    | 2023-2024 | 30.2 %    |
| SBAC Math - Average distance from standard                                        | ✓        | 0 pts          | -66.5 pts | 2023-2024 | -51.5 pts |
| SBAC Math - percentage of students met/exceeded standard                          | ✓        | 23.6 %         | 20.5 %    | 2023-2024 | 25.5 %    |

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the SBAC ELA data above, our students are -58.7 distance from standard, a decreased in the distance from standard in ELA by -5.4 points compared to the previous school year.

Based on the SBAC Math data above, our students are -66.5 distance from standard an increased in the distance from standards in Math by +0.5 points compared to the previous school year.

Based on the data above, 45.4% of students met iReady Stretch Growth in ELA.

Based on the data above, 46.1% of students met iReady Stretch Growth in Math.  
English Learners, Students with Disabilities, and African Americans are among the farthest in distance from standard.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Inconsistencies in the MTSS structures.
- 2. Ineffective structures set for intervention/differentiated instruction.
- 3. Inconsistent implementation of PLC+ and student data analysis in PLCs.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Develop strong MTSS structures
  - providing clear guidelines about how each tier of support should be implemented and what responsibilities each person has at each level
  - Consistent Data Collection
  - Data Analysis
  - Real-Time Monitoring
  - Professional Learning opportunities for staff
- 2. Standardize Intervention Plans
  - Develop standardized intervention for Tier 2 and Tier 3 supports to ensure that all students receive evidence-based, targeted strategies.
  - Ensure that these interventions are specific, measurable, achievable, relevant, and time-bound (SMART goals).
  - Create consistent documentation procedures for tracking and adjusting interventions over time
  - Professional Learning opportunities for staff
- 3. Standardize PLC+ Structures and Practices
  - Provide Professional Learning opportunities on the PLC framework
  - Implement school wide CFAs/IAB/FIABs.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Students will improve ELA Academic Performance

Partially Implemented

The actions were partially implemented. There is a lack of consistency around MTSS time. Not all grade levels have structures in place to support Tier 1 and Tier 2 instruction. PLC work around CFA cycles were not completed. Not all teachers use the same CFAs which does not allow for analysis of standards. Funding was provided for sub release time for grade leveling planning.

Implemented:

- Use of Assessments: iReady, IDEL, ECERS, TK/K FSA, DIBELS 8, Phonics Survey
- Identifying students for interventions
- Tier 2: Review progress monitoring data of students receiving targeted interventions
- Professional Development
- RTI structures
- Teaching Fellowing
- Academic Coach
- Subs for Grade Level Planning Days
- 

Not Implemented:

- Tier 1: Review universal screening data gathered for every student at least three times per year.
- Tier 3: Review progress monitoring data from students receiving intensive interventions in foundational literacy skills
- Reading Specialist (Literacy Coach)
- AmeriCorps

Action 2: Improve Math GL academic performance at Challenging Levels.

Partially Implemented

Implemented:

- GVC/GoMath Curriculum
- MLD PL
- Reflex Math
- Math PL
- Subs for Grade Level Planning Days

Partially Implemented:

- common formative assessments utilizing SBAC IAB
- School AcademicCoach focused on Math

Not Implemented:

- Provide Math support for identified struggling students through MTSS
- Teaching Fellows for Math

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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Students will improve ELAAcademic Performance

Ineffective

Overall students DFS decreased in ELA as measured by SBAC. Action was ineffective in getting students closer to grade level as measured by average DFS. Teachers were not provided professional development/learning effectively or efficiently causing a decline in best practices for students.

Action 2: Improve Math GL academic performance at Challenging Levels.

Partially Effective

Overall students increased in DFS in math by 0.5 points. We did not see a significant amount of growth. Teachers will engage in coaching and PL this year which we anticipate will get to our goal of 15 points DFS overall.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1-Bakman will implement a tiered system of instructional support to increase student achievement in ELA, and EL status. An academic coach, literacy coach, and TSA will work with teachers in support of rigorous effective first teaching strategies so students will have access to high-quality instruction.

Implementation of instructional Success Criteria that was jointly made with ILT and all teachers. Criteria used to teach and onboard new teachers. Action 2- Center literacy team around EL strategies and adopt the PLC+ process for all meetings.

Action 3- Creation of House System to utilize for student grade review and intervention.

Action 4- Restructure ASATo ensure students are getting intervention that is appropriate.

**Section D: 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.

SSC:

- parent evening events
- after school tutoring
- offer more school activities/clubs to involve students
- offer late buses for bus riders to participate in after school activities

ELAC:

- offer tutoring
- offer more parent activities Encourage

Staff:

- Training on what to do for accelerated students; training for upper grade teachers on phonics; replace teaching fellows with better trained individuals; include RTI for math; discuss use of SBAC prep questions/IABs/FIABs as CFAs instead of curriculum based CFAs
- Continue RTI intervention and push-in, but with better-trained support staff. Provide phonics training for upper grade teachers. Start offering additional contracts for teachers to provide tutoring for students after school. Continue offering academic and attendance incentives. Encourage a push-in model when feasible for support from the Learning Lab for students with IEPs, or allow these students to bring some grade-level work and receive support on that. Organize a pull-out or push-in model for support for ELs (especially with

- regard to ELPAC prep). Provide snacks for iReady and SBAC assessments. Renew supplemental technology subscriptions (Lexia and Reflex). Discontinue MLD coaching/trainings and school academic coach focused on math.
- Keep instructional aids in 1st grade. They are dialed in to our curriculum and do a fabulous job of small group instruction. I have small group instruction 2 times a day and feel very connected to current learning levels.
  - keep RTI, but also integrate math RTI for fluency in multiplication
  - Start required CFA's on Edcite for 2-6 -(a school wide subscription would be benefit those who need accommodations as they are only available through subscription)  
Stop weekly independent work packets  
Keep PLC+ work
  - Keep interventions. Trainings have been helpful ex playmakers
  - We can see positive growth with our AIDS Pringle and Burrell in first grade. I am able to do small reading groups, and they are able to do one on one help.
  - Start - standards based grading.  
Stop - using behavior clip charts.  
Keep - i3
  - Start: providing early intervention for students who are struggling. Funding to focus on student support to staff more positions and/or extra pay contracts.

Action 1 :

ELA/Literacy

Action Details:

1. Bakman will implement a tiered system of instructional support to increase student achievement in ELA and EL status. An academic coach, literacy coach, and TSA will work with teachers in support of rigorous effective first teaching strategies so students will have access to high-quality instruction.
- Tier 1 instruction will be planned using the California State Standards, district-adopted guaranteed and viable curriculum, Common Core Companions, Instructional Practice Guides, math quarterly planners, and the district scope and sequence. Instruction will be aligned to the district and state assessments.
  - During daily instruction, teachers will provide on-the-spot intervention for students needing more support.
  - Classrooms will be collaborative spaces where all lessons will include opportunities for students to read, write, listen, and speak to peers to obtain and retain new knowledge.
  - RTI will be provided daily in all classrooms to ensure students will receive small group time with their teachers and tutors to support learning at their level. During this time, students working at grade level and beyond will receive acceleration lessons, and students working at Tier 2 and Tier 3 will be provided with intervention lessons in a small group setting.
  - Student Success Team (SST)
    - Students will be referred when they are not responding to Tier 1 and 2 interventions. Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1

and 2 interventions. Substitutes will be provided for classroom coverage during SST meetings

- Teachers and staff members on Climate and Culture Team, TST, ILT, and PLC will be included in analyzing CFA/Interim/Survey data as an ongoing basic process and problem solve actions to address student needs.

2. We will contract with the Educational Leadership Foundation to obtain tutors who will provide targeted reading support. Academic coach and Literacy Coach will monitor this program and ensure our tutors are properly trained. There will be a consistent process in place to monitor student progress. To ensure our reading intervention support is fluid, students who make sufficient progress will be exited throughout the year and students who do not progress will be referred to the SST process.

3. TSA will support teacher with daily designated ELD instruction at appropriate ELD levels, will be provided for all English Learners. Newcomer EL students will receive appropriate language support for initial language development. EL interventions/supports will be provided for EL students.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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Direct Instructional Services to students will include:

Ongoing Instructional Services through multiple measures:

- District's adopted curriculum, Wonders will be utilized to provide instruction
- TSA instructional and EL support
- Academic Counseling:
- Teachers will conduct Goal Setting Chats with students
- Teacher will get a sub to conduct data chats with Admin
- Substitute teacher coverage for co-teachers to attend PL training and Peer walkthroughs
- After-school tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels.
- Teachers will work with their PLC's to establish essential standards.
- Teachers will work with their PLC's to plan strategic spiral review opportunities for students based on assessment data.
- Teachers will ensure their classroom walls support the learning in the classroom with anchor charts and focus walls for ELA, math and writing. Learning targets in ELA and math will be posted.
- Write Tools will be used schoolwide to ensure consistency across grade levels with our schoolwide writing implementation.
- Schoolwide quarterly writing assessments will be given to monitor student progress in writing. PLC's will share best practices and plan corrective instruction based on data.
- The academic coach will provide PL on CAASPP teacher tools, IAB, FIAB, ICA cycles of inquiry to support teams in using the data to drive corrective instruction.
- TSA will support teachers with differentiating instruction for EL students, and how to effectively group students to support Tier 2 in-class interventions.
- Teachers and students will establish attainable classroom and grade-level SMART goals.
- All teachers and students will develop a data wall to monitor student performance on iReady after each assessment administration.
- Materials and supplies will be purchased to support academic achievement.
- Students will have daily access to technology to learn, practice and apply language content in the context of online tasks and assessments. Technology accessories will be purchased as needed.
- Maintenance and technology repairs will be provided.
- Incentives will be provided to reward and celebrate students who have met grade-level goals/targets.
- Students will have access to supplemental resources.
- Funds will be provided for equipment lease for copy machines to support instruction.
- Students in grade 3-6 will receive daily snacks during CAASPP administration.
- Students will engage with complex text and scaffolds and supports will be provided for students who are reading below grade level.
- Educational Leadership Foundation Tutors will be obtained to provide reading intervention support in RTI.
- Kindergarten students will receive push in RTI support from the paraeducators assigned to Kindergarten. Kindergarten teachers will design RTI support based on their student's individual needs.
- Teachers may receive extra pay contracts to provide tutoring support for students such as math club, during lunch recess and/or after school.
- Supplemental contracts will be provided for staff to coordinate academic clubs.
- Librarian will promote reading by holding student reading contests throughout the year.
- Teachers will receive sub-release time for grade-level planning and collaboration. Teachers in grades 3-6 will also use this time to design CAASPP readiness opportunities for students.
- Supplemental expository text may be purchased to provide students with culturally relevant topics and stay informed on current events.
- Promethium boards will be provided and maintained to improve the teaching and learning experience for students and teachers.

- Funds will be allocated for a new RTI curriculum if needed.
- Funds will be provided for professional learning.
- Funds will be provided for tutoring if needed.
- Funds will be provided for teachers if extra hours of PL are needed.
- Funds will be provided for teachers who stay past their duty day to assist in IEPs.
- Funds will be provided for sub coverage for teachers to attend SSTs/504s/IEPs.
- Funds will be provided for administrative subs for leaders to attend professional learning opportunities.
- Funds will be provided for acceleration support, supplies, and materials.
- Funds will be provided for academic assemblies, incentives and reward parties and prizes.
- Funds will be provided for RTI improvements such as but not limited to online assessments and curriculum
- Funds will be provided for Graphics
- Funds will be provided Office Equipment/Lease Ricoh
- Funds will be provided for Maintenance
- Funds will be provided for technology to support instruction if needed
- Funds will be provided for Professional Learning books
- Funds will be provided for Snacks for Assessment Windows
- Academic/Attendance Incentives

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Teachers will provide EL students with Designated and Integrated ELD to support improved language acquisition.
- Daily instruction will include academic discourse, presentations, visual representations, and Language Frames.
- Teachers will monitor Ellevation data to monitor and track EL student progress to assess learning needs.
- EL student progress will be monitored after each assessment period (ELPAC/iReady) to ensure that students are making adequate progress towards improving 1 EL level a year.
- TSA will provide additional support to EL students.
- TSA will provide targeted ELPAC support to EL students to prepare them for the ELPAC testing structure.

Student Groups

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

- Hire Educational Leadership Foundation Tutors to provide RTI support.
- Provide planning days for teachers to focus on lesson planning and data analyzing.
- Professional learning opportunities to support student learning..
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- 1 TSA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes

- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District
- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

- Small group instruction to students grades K-6th during RTI with support staff utilizing push in services (TSA Educational Leadership Foundation, RSP, Literacy Coach, Academic Coach and paras)
- Targeted resources to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

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

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                             | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>-Classroom walk throughs utilizing the FUSD Instructional Practice Guide</p> <p>-Provide immediate and actionable feedback for teachers to implement and improve practices.</p> <p>-Outcomes measured by Walkthroughs, data from IAB's and FIAB's, CFAs Data and Checks for understanding Monitor iReady MyPath lesson data Outcomes monitored by Principal, VP, and teachers</p> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>-District benchmark, iReady Diagnostic reading assessments, SBAC</p> <p>-Interim assessments Outcomes measured by Growth from assessment to assessment and through iReady Personalized Learning Lessons.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>-SBAC Results: decrease the distance from meeting standards in ELA from -58.7 to -43.7</p> <p>Outcomes measured by Growth from distance from standard. Outcomes monitored by Admin and teachers.</p> |

## Action 2 :

### Math

#### Action Details:

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School-wide implementation of CCSS Math to ensure that all students receive the following:

- A culture of learning with high expectations.
- Challenging content reflecting CCSS Mathematics to ensure students are receiving “instructional practices that allow all students to learn the content of the lesson”.
- Student ownership of their learning.
- Frequent monitoring of student progress. A comprehensive Math program consists of daily Tier I Math instruction that allows ALL students to access grade level core curriculum within the 90 minutes block, which includes whole and small group for differentiated instruction.

1) A culture of learning with high expectations—Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum:

- CHAMPS
- Class Meetings/Morning Circles
- Second Steps Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaboration Conversations—Academic Discourse
- Criteria for Success
- Talk Moves with Academic Discourse
- Student and Classroom Goal Setting—cultivating a learning environment that students have ownership in their learning
- Cultural Proficiency

2) Challenging content reflecting the shifts as required by the CCSS Mathematics to ensure students are receiving “instructional practices that allow all students to learn the content of the lesson” in the three mathematical domains: a—Concepts and Procedures b—Problem Solving and Modeling & Data Analysis c—Communicating Reasoning.

- Align lessons to the CCSS Mathematical Practices in all grade levels: a) Go Math Learning Progression b) Number Talks c) Reflex Math d) Modeling, Guided, and Independent Practice with focus on solving word problems, presentation, and small group academic discourse.
- Incorporate technology from GVC Go Math.
- Incorporate reading, writing, and vocabulary development within math content (DOK levels) to emphasize problem solving; increase student discourse to integrate writing using academic math vocabulary.
- Response to Intervention in classrooms to support students based on grade/site/district CFAs.
- Intervention as needed by classroom teachers/PLCs. Instructional math lessons focus on these components: a) Engaging students with grade-level problems Mathematical Practices. b) Investigations and provide opportunities for students to share, elaborate, justify, and question their work.
- Increase students' knowledge in the math domain Concepts and Procedures.
- PLI structure and process to differentiate instruction in grades K-6. IPGTenet 1-5 will be implemented in all classrooms.

3) Frequent monitoring of student progress throughout the year utilizing the CCI process, utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher and PLC's SMART Goals towards district Math Interim Assessments for grades 1st - 6th and CAASPP for grades 3-6. Bakman will implement a Multi-Tiered System Support (MTSS) to support student achievement.

- Tier 1 focuses on CCSS Math content implementation in addition to the 8 Mathematical Practices for ALL students: 1) Makes Sense of Problems and Persevere in Solving Them 2) Reason Abstractly and Quantitatively 3) Construct Viable Arguments and Critique the Reasoning of Others 4) Model with mathematics 5) Use Appropriate Tools Strategically 6) Attend to Precision 7) Look for and Make Use of Structure 8) Look for and Express Regularity in Repeated Reasoning.
- Math IPGTenet 1-5 will be implemented in all classrooms.
- PLCs will create, administer, and monitor formative assessments between district interim assessments. PLCs will analyze and reflect on site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the PLC+: Question 1: Where are we going? Question 2: Where are we now? Question 3: How do we move learning forward? Question 4: What did we learn today? Question 5: Who benefited and who did not benefit?
- Response to Intervention in classrooms to support students based on needs: iReady Assessments, and PLC/teacher created CFAs, iReady Assessments and PLC/teacher created CFAs.

- Recognize students who have met typical and stretch growth.
- All students and teachers will be engaged in goal setting throughout the year, including SPED teachers.
- All teachers will engage in data CCI collaboration meeting with Admin, including SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments and goal setting.
- Teachers and staff members on Climate and Culture Team, TST, ILT, and PLC will be included in analyzing CFA/Interim/Survey data as an ongoing basic process and problem solve actions to address student needs.
- FIABs/IABs, iReady, Go Math, ReflexMath, FraxMath, Formative, and PLCs/Teacher created CFAs will be utilized as other measurements in the CCI process for teachers in grades 3-6.

4) Tier Support Structure:

- Tier 1 service focuses on CCSS implementation of math standards, mathematical practices, and the shifts in mathematics. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier 1 instruction utilizing student data. Teachers will utilize the PLI structure and process to differentiate student learning during Math Core block, consisting these components during PLI: Whole Group Instruction, Small Group Instruction, Independent, and Collaboration. Backwards mapping process will be utilized to support instructional planning.
- Tier 2 provides opportunities for deployment among Professional Learning Communities or flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in Academic Coach, TSA, Educational Leadership Foundation Tutors (as funds are available for tutors). RTI block utilizes GVC and other supplemental materials to meet the academic needs of the students. Grades 1-6 will engage all students in personalized learning, utilizing tablets to differentiate instruction through the Personal Learning Initiative. Math software diagnostic assessments from i-Ready, MobyMax, ReflexMath, FraxMath, Formative, and other vendors will be utilized in addition to Go Math and CFAs to plan for next steps in differentiating instruction. Targeted lessons from the various software will be implemented to support/enhance individual student needs in K-6, with emphasis on Students with Disabilities, African American Student Groups, and English Learners.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists. In addition to direct instruction, various software program such as i-Ready, MobyMax, Formative, and other vendors will be utilized to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Math Dept. PL, resources and supports
- Provide subs for staff members involved in MLD professional learning
- Strategies and Practice for Skills and Facts Fluency
- Getting Ready for Smarter Balanced Assessment
- 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 IABs
- 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 Academic Coach/TSA
- TSA to provide instructional support for ELs
- Paraprofessional will provide math support in Kindergarten classes
- Provide for paper, journaling and writing supplies needed, website licenses, materials and supplies, etc.
- Parent-Teacher communication
- Needed Technology to support instructional program
- Fund for PL textbooks
- Fund for Subs for PL
- Fund for Subs for Grade Level Planning Days
- Fund supplemental resources.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Teachers will provide EL students with Designated and Integrated ELD to support improved language acquisition.
- Daily instruction will include SDAIEstrategies, academic discourse, presentations, visual representations, and Language Frames.
- Teachers will monitor Ellevation data to monitor and track EL student progress to assess learning needs.
- EL student progress will be monitored after each assessment period (ELPAC, Interims 1 &2) to ensure that students are making adequate progress towards improving 1 EL level a year.
- TSAand Educational Leadership Foundation will provide additional support to EL students not yet reading on grade level.
- Targetted ELPAC support will be provided to EL students to prepare them for the ELPAC testing structure.
- 
- Emphasis and focus on integrating the ELD Framework on a dailybasis.
- EL students will also receive extra targeted instruction to support math in small group intervention as needed..
- Supplemental Math instructional supplies to support EL students as needed.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, district interim assesements, and site CFAs. Push in structures will be utilized for extra tutoring, either after school or during the day(as needed and funding allows).
- Math software program such as i-Ready, MobyMax, Formative, and other program software can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.
- Along with classroom teachers, Resource Specialistwill progress monitoring student learning throughout the year for ELs who have learning disabilities.

Student Groups

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

- Hire Educational Leadership Foundation Tutors to provide RTI support.
- Provide planning days for teachers to focus on lesson planning and data analyzing.
- Professional learning opportunities to support student learning..
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- 1 TSA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District
- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

- Small group instruction to students grades K-6th during RTI with support staff utilizing push in services (TSA, Educational Leadership Foundation, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

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

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                                                                              | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• Reviewschool wide and grade level data and progress towards set goals</li><li>• Analyze data related to student disproportionality</li><li>• Analyze alignment of CFA data to district assessment data (iReady and SBAC, IABs/FIABs)</li><li>• Utilize data trends to determine professional learning</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• Frequent data analysis (FSA, iReady, SBAC, IABs, CFAs)</li><li>• Focus standards and instruction</li><li>• Create and administer CFAs</li><li>• Respond to results by reteaching or enrichment during intervention</li><li>• All CFA and IAB data will be tracked for alignment with District/State assessments data</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• State, District, and CFA data analysis</li><li>• Classroom walk through data</li><li>• IPG data and calibration</li><li>• PLC meeting protocols and data</li><li>• Site, Grade Level, and Student goal setting results</li></ul> |

Action 3 :

EL Redesignation

Action Details:

All EL students will receive and have access to schoolwide comprehensive ELA and Math programs that align to the CCSS (Common Core State Standards) in addition to selected ELA and Math instructional strategies based on the ELD Framework to integrate all core contents to increase reading and math levels for ALL EL students. The comprehensive ELA and Math programs consist of daily Tier I instruction that allows ALL students to access grade level core curriculum. Bakman comprehensive ELA and Math programs consist of the following components to ensure that all EL students receive quality instruction.

1. A culture of learning and high expectations in all classrooms.
2. Challenge Content present in all classrooms—utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards.
3. Frequent monitoring of student progress (CCI), utilizing data and student work samples to calibrate and set criteria for success.
4. Provide a Multi-Tiered System of Support (MTSS) approach to literacy and math.

In addition to the school-wide comprehensive ELA and Math programs, EL students will receive the following:

- Teachers with EL students will utilize CAELD Standards in tandem with the ELA CCSS and other content standards.
- English Learner (EL) students will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- Small group interventions for students who are academically at risk and scoring significantly below grade level on CAASPP, Interim Assessments (iReady), and teacher/PLC created formative assessments.
- ELPAC/Academic chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Goal setting for all EL students.
- EL Data Chats based on individual student achievement to provide specific information and inform students of teacher commitments.
- Integration of meaning-making by incorporating Listening and Speaking Standards and Writing Standards to strengthen comprehension through academic discourse and note taking skills.
- EL students will have priority for after school tutoring or push-in to support language development with particular attention to the special role of oral language development.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Small group instruction will embed ELPAC task types to daily Integrated and Designated ELD.
- TSA push in for small reading group instruction.
- Translation support

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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1. Supplemental contracts for tutorings to do small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development. Supplemental contract as needed for RTI.
2. Supplemental contract for Common Core Planning to meet the needs of EL students.
3. Supplemental instructional supplies to meet the needs of the students.
4. Provide small group instruction for students utilizing district EL support resources to help students prior to assessments.
5. Data chats
6. Supplemental materials to support instruction, including technology with various vendors.
7. Sub release for instructional planning and side by side professional learning.
8. Parent participation materials

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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All ELs will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level.

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

- English Learner student population is performing at the lowest level in areas of the Mathematics and ELA.

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

- With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English Learners. These funds would also be used for student field trips and classroom technology used for student learning.

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

- With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year. These funds will also be used for supplemental contracts for additional instructional support.

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

Ongoing Services and Support through multiple measures:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing

- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMARTgoal and response plan
- Home-School Liaison will make home visits when necessaryto ensure ongoing communication with families and school.
- Educational Leadership Foundation tutors
- Public translating services
- TSA Support

Student Groups

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

- Hire Educational Leadership Foundation Tutors to provide RTI support.
- Provide planning days for teachers to focus on lesson planning and data analyzing.
- Professional learning opportunities to support student learning..
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- 1 TSA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District
- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

English Learners (EL): All EL students given on-site credentialed teacher as their advisor and case manager. Students will be given individualized support in specific instructional needs by teachers, paraprofessionals, and TSA. Students will get preparation for ELPAC testing and I-Ready assessment for redesignation.

Progress Monitoring: Outcomes

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

|                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Short-Term (Learning)<br/>Expect to see</div> <div>We will achieve these changes in knowledge and learning...</div> <div>Include how these outcomes will be measured and who will monitor them.</div> <div><ul style="list-style-type: none"><li>PLC created Common Formative Assessments</li></ul></div> | <div>Medium-Term (Change in Behavior or Performance)<br/>Want to see</div> <div>Shape these behaviors...</div> <div>Include how these outcomes will be measured and who will monitor them.</div> <div><ul style="list-style-type: none"><li>Interim Assessments (iReady, IABs, FIABs, TK-KAIG, FSA)</li><li>Ellevation Monitoring</li><li>District interim, I-Ready diagnostic, and interim assessments will showan increase in student growth and grade level measurements throughout the year.</li><li>55% of all EL students will meet their stretch growth in the I-Ready as measured by administration and teachers.</li></ul></div> | <div>Long-Term (Change in Condition)<br/>Hope to see</div> <div>And ultimately achieve these impacts.</div> <div>Include how these outcomes will be measured and who will monitor them.</div> <div><ul style="list-style-type: none"><li>SBAC</li><li>ELPAC</li><li>20% of EL students will redesignate by the end of the year as measured by Ellevation by TSA and teachers.</li></ul></div> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# 2025-2026 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                       | Subagreements   |                     |        | Education and Leadership Foundation : Education and Leadership Foundation (For A1 & A2)    | 90,250.00  |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu    | Teacher, Spec Assgn | 0.8678 |                                                                                            | 147,619.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Supp    |                     |        | After School Tutoring/Engagements Also G1A1-3                                              | 14,712.00  |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp      |                     |        | Material & Supplies Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1                                  | 30,092.00  |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment    |                     |        | : Non Capitalized Equipment Also G1A1-3                                                    | 11,000.00  |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Maint    |                     |        | Direct-Maintenance Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1                                   | 2,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Cons Svc/Oth    |                     |        | Write Tools, LLC : Professional Learning. Other vendors TBD at a later time. Also G1A1-3   | 4,000.00   |
| G1A1   | Sup & Conc    | Instructional Supervision & Admin | Crt Supr-Sub    |                     |        | Admin Substitutes                                                                          | 5,368.00   |
| G1A1   | Sup & Conc    | Instructional Supervision & Admin | Off Eq Lease    |                     |        | Ricoh Lease Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1                                          | 25,000.00  |
| G1A1   | Sup & Conc    | Attendance & Social Work Service  | Student Incenti |                     |        | : Also G1A1-3                                                                              | 5,000.00   |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Regu    | Teacher, Spec Assgn | 0.1322 |                                                                                            | 22,489.00  |
| G1A1   | LCFF: EL      | Instruction                       | Mat & Supp      |                     |        | Materials & Supplies G1A1-3, G5A1                                                          | 12,323.00  |
| G1A2   | LCFF: EL      | Instruction                       | Subagreements   |                     |        | Education and Leadership Foundation : Education and Leadership Foundation (For Action 1-3) | 30,330.00  |

**\$400,183.00**

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 2 Metrics                                                                                              | Required | Current Target | Actual | As Of     | Target |
|-------------------------------------------------------------------------------------------------------------|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ✓        | 99.5 %         | 87.7 % | 2024-2025 | 90 %   |

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We increased from 86.5% to 87.7%, yet we did not meet our goal of 99.5% favorability as measured from the climate and culture survey. However, we would still like this to continue to increase and be higher to ensure all students feel that they get real-world experiences.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all classrooms are consistently connecting students lessons to real-world connections.
- Additional teacher PL needed for teacher clarity and real world application.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase fidelity of classroom observations by both admin and peers.
- PL time needed to increase staff skills in teacher clarity.
- PL time and PLC time to increase staff skills instruction.

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Centered Real-world learning experiences

Partially Implemented

Implemented:

- Class Meeting
- Character Counts
- Second Step
- Goal 2 and CTE District-funded field trips
- CHAMPS

Partially Implemented:

- Restorative Practices
- Monthly Good Behavior Activities

Not Implemented:

- Meaningful Work for Students
- Boys to Men and Girls Power Groups
- Student Leadership
- Task Forces

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Centered Real-world learning experiences

Partially Effective

Effective:

- Class Meeting - Fosters open communication, promotes problem-solving, builds a sense of community, encourages student voice and empowerment, addresses conflict early, builds social-emotional skills, increases accountability, improves classroom management, enhance emotional intelligence, and supports positive behavior.
- Character Counts - promotes positive values and good behavior among students by instilling core values that help students develop moral and ethical decision-making skills.
- Second Step - Provided social-emotional skill needed to manage emotions, develop empathy, build healthy relationship, and make responsible decisions.
- Goal 2 and CTE District-funded field trips - Provided students with an off-campus/real-life experience
- CHAMPS - Provided classroom strategies to promote positive behavior, enhance engagement, and encourage respect by setting clear expectations, structures, positive reinforcements, consistency, and empowerment.

Partially Effective:

- Restorative Practices - not having staff on site on a consistent basis.
- Monthly Good Behavior Activities - started in 3rd Quarter

Ineffective:

- Meaningful Work for Students - did not implement

- Boys to Men and Girls Power Groups - did not implement
- Student Leadership - did not implement
- Task Force - were previously used as committees teachers served on

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result, all effective actions will continue to be implemented, partially effective actions will be implemented sooner, discussions regarding staffing concerns will be discussed sooner. Ineffective actions that were not implemented and require a staff club advisor will be discussed with staff in order to recruit a staff club advisor. Task Force will no longer be part of our site.

**Section D: 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.

SSC:

- Increase field trip opportunities
- Club/activities for students

ELAC:

- Increase real-world learning experiences

Staff:

- Diversify grade level field trips (instead of 4 grade levels all going to the zoo when they have other options to choose from); budget for more hands-on experiences at Bakman (ie assemblies for science demonstrations, motivational speakers who can share about experiences relevant to our students, etc.)
- Continue inviting speakers from the community to engage with students. Offer schoolwide programs that students can be part of (e.g. participating in jobs like a school store, leadership program, campus beauty, peacekeepers, etc.) and incentives, such as school money, raffles, etc. Invite community support for additional experiences, such as art, music, and PE.
- New field idea for 1st grade: still go to the zoo, but add the small group instruction stations that teach about habitats etc.
- student government for 5th or 6th grades would be a great idea
- Offer field trip to library, high schools, colleges, or another elementary to work with other students.
- Start bringing in community member to speak/ motivate students (Fresno State athletes, local PD, detectives, doctors, pge workers, artists, anyone high interest to motivate students)

- I would like to see Mystery science come back and Scholastic news this gives the kids more variety and keeps their interest. Plus with Scholastic news they get more reading experience.
- Stop- being a slave to the pacing guide. Start- using common assessments. Keep- requiring data at PLC+ meetings.
- Provide more than 1 opportunity for a field trip per year. Support students with outside resources to come to the school.

### Action 1 :

## Student Centered Real-World Learning Experiences

### Action Details:

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**By June 2026, the amount of students responding favorably in domain Student-centered and Real-world Experiences will increase from 87.7 to 90% as measured by the Spring Student Climate and Culture Survey.**

For the 25-26 school year, students will have opportunities to have real-world experiences. We will host a career day, where presenters from various careers will present information to our students about their career. Presenters will share their educational background and share information about their profession and will inform students about the pathways to obtain that career. Students will also have opportunities to participate in real-world learning experiences via field trips, workshops, and assemblies. Daily instruction will be tied to various career paths to motivate students to think about their future and career options. Continue to partner with the CTE department to bring College and Career experiences to our students.

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

- CHAMPS
- Class Meetings
- Second Step
- Monthly Good Behavior Activities
- Student Leadership
- Character Counts
- Restorative Practices
- Culture Climate strategies
- Goal 2 and CTE district-funded fieldtrips

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

---

- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure grade level readiness. Demonstrating learning through multiple modalities (written, oral, graphic representations, and through technology.
- Teachers will have supplemental contracts approved for tutoring to ensure academic readiness and student success.
- School wide goal setting to prepare students for academic success.
- Students will utilize digital resources that align with practice and assessment with SBAC administration.

- Students will participate in strategic in-class intervention groups after CFA data is analyzed to prepare academic expectations.
- Implement Guidelines for Success
- Fund for materials and supplies
- Provide funds to schedule various assemblies.
- Provide funding to various competitions (ex. Spelling Bee, Peach Blossom, and others)
- Provide transportation to various competitions (ex. Spelling Bee, Peach Blossom, and others)
- Utilize researched-based writing program
- Teach and Implement CHAMPS/MAC
- Fund for transportation for students to participate in real-world experiences
- Conduct weekly Second Step and Class meetings for students to recognize and manage their own and the emotions of others.
- Teach through collaborative groupings.
- Implement the use of technology to enhance learning.
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

English Learner student population is performing at the lowest level in areas of mathematics and ELA.

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

*With Title I funds we plan to support English learner students by providing funding Educational Leadership Foundation tutors, supplemental contracts for teacher tutorials and opportunities for profession development that will allow teachers to network and develop new skills and strategies to work with English learners.*

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

*These funds will also be utilized for our English Learners to purchase a tutors to provide small-group instruction/interventions through Educational Leadership Foundations, subs for Staff PD/Grade Level Planning, student incentives to encourage academic improvement, and materials & supplies. Funds will also utilized to fund a TSA who will provide instructional support, goal setting with students, and perform ELPAC assessments to students.*

**4. As a site: What are planned actions to support English Learners?**

- EL student will enroll in either a club or after school sport
- Home School Liaison
- Public translating services
- Field trips
- Celebrations and Recognition for students who hit milestones
- Develop and implement school-wide EL SMART goal and response plan
- Implement ELD *speaking and writing* standards based on students' language proficiency level.
- Monitor EL students academic progress.
- TST will prescribe Tier 1 and 2 interventions as appropriate needs.

Student Groups

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

- Educational Leardership Foundation tutors
- Materials and Supplies
- Supplemental Contracts for teacher to provide additional instruction

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

- Materials and supplies to support differentiated instruction
- Professional Learning/Grade Level Planning/PLC+ PL
- Supplemental Contracts
- Educational Leadership Foundation Tutors
- Technology
- Enrichment Opportunities/Transportation
- Admin Substitutes for PL

As a site: What are the planned actions to support this student group?

Teachers will develop skills through PL in planning. Students will engage in real-world opportunities. We will continue our CTE to allow students exposure to real-world opportunities.

Progress Monitoring: Outcomes

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

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                  | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                       | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Improve Tier 1 instruction as measured by teacher and student classroom observation data.</p> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Fall student climate and culture surveywill increase from 87%to 90% in domain: student centered and real-world experiences. As measured by the climate and culture team.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Spring student climate and culture surveywill increase from 90%to 92%in domain: student centered and real-world experiences. As measured bythe climate and culture team.</p> |

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

### G2 - Expand student-centered and real-world learning experiences

| Action | Funding    | Spending Activity | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure  | Budget   |
|--------|------------|-------------------|--------------|-----------|-----|----------------------------------|----------|
| G2A1   | Sup & Conc | Instruction       | Mat & Supp   |           |     | : Study Trips                    | 5,000.00 |
| G2A1   | Sup & Conc | Instruction       | Direct Trans |           |     | Transportation for Student Trips | 5,000.00 |

**\$10,000.00**

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 3 Metrics                                   | Required | Current Target | Actual | As Of     | Target |
|--------------------------------------------------|----------|----------------|--------|-----------|--------|
| Chronic Absenteeism                              | ✓        |                | 31.5 % | 2023-2024 | 28.5 % |
| Chronic Absenteeism - (English Learner)          | ✓        |                | 22.9 % | 2023-2024 | 20 %   |
| Chronic Absenteeism - (Students w/ Disabilities) | ✓        |                | 33.9 % | 2023-2024 | 30.3 % |
| Suspension Rate                                  | ✓        | 1 %            | 1.3 %  | 2023-2024 | 0.97 % |

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on current multiple data sources; power BI and Atas ADA, attendance rate is low.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Contributing factors:

- Social Emotional component
- Health
- Excessive tardiness, which contributed to absences being created

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Use of TST to identify needs of students

- Deploy staff member to meet the needs of students.
- Continue attendance meetings
- Outreach to parents/home visits
- Identify family needs if its affecting students attendance.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student School Engagement

Fully Implemented

Implemented:

- Partnered with Bakman Water Co and Shop-N-Go for student incentives
- Classroom Meeting
- Second Step Meetings
- Restorative Practices
- Safe and Civil School Practice
- Climate & Culture SEL elements

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student School Engagement

Effective

Implementation was effective due to decrease of suspension.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of the analysis from A and B we will continue to collaborate and streamline communication so that services to students and families run more effectively. We will improve communication by clearly developing expectations school-wide. We will ensure students are monitored for attendance and given incentives and interventions.

Section D: 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.

SSC:

- Safety concerns regarding open campus that leads to Belmont, would like to see a fence.
- 

ELAC:

- Send out communication around school events

Staff:

- budget for teachers to run clubs (maybe one per grade level?); late buses to help include more students in after school opportunities; opportunities to fundraise for additional field trips; staff vs students sports opportunities; continue rewards for iReady (coupons are awesome!); more opportunities to connect with Bakman Water Co.
- Organize more activities to invite parents and families onto campus. Start offering additional contracts for teachers to create clubs for students after school. Offer transportation for students who participate in clubs and sports after school. Offer more student activities, especially as incentives for behavior and/ or academics. Offer restorative practice interventions and more
- Trophy for attendance is a great incentive for attendance. Love the pizza and raffle party for student iReady growth.
- student government for 5th or 6th grades would be a great idea. I heard students in after school program had an election for student government and I think school wide that would be a great idea.
- Bring in community people or professionals to present occupations or learning experiences at their workplaces.
- Start Student Council and Student Jobs
- Attendance trophy seem to interest them and pizza when doing well on iReady.
- I would like to see more groups for our higher students to engage in. Helping on the playground for example. Helping in other classrooms. Some more fun groups afterschool with teacher stipends to teach them.
- Start- surveying students and parents.  
Stop- singling out students, sitting them alone in the room, or PUNISHING them.  
Keep- using the school psychologist to help kids sort through disagreements.
- Provide opportunities for students to visit local fire stations, police, libraries and businesses. Boost Fridays as school spirit day-wearing school colors. Provide incentives regularly for student morale. Keep school carnival

## Action 1 :

### Student School Engagement

#### Action Details:

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In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our Campus Culture plan.

- Partnering with Bakman Water Co
- Corporations/Local Businesses
- Classroom Meetings
- Second Step Lessons
- Restorative Practice
- Safe and Civil School Program
- Climate & Culture SEL elements

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- Materials and supplies
- Order Posters/Certificates, etc. through Graphics Department
- Fund for off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for trophies, medals, certificates, bracelets, etc.
- Fund for materials and supplies
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Materials & Supplies for Family various Family Events.
- Fund for food for various school student activities
- Partner with Bakman Water Company for annual Student-Only carnival
- Partner with Corporation/Local Businesses
- 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
- Academic Incentives
- Transportation (field trips)
- 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.
- Students will receive quarterly Expectations Assemblies and safety presentation

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

- English Learner student population is performing at the lowest level in areas mathematics and ELA.

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

- With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

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

- With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year. These funds will also be used for supplemental contracts for additional instructional support.

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

- With 7090 or 7091 funds we plan to support English learner students by...
- Funding for entry or related fees to off-site engagement activities
- Funding for trophies, medals, certificates, bracelets, etc.
- Funding for materials and supplies
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Student incentives
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Fund for Materials & Supplies for Literacy Night, Family Night, Family Dance, Movie Night, Science Night Activities, Pastries with Parents, various Family Events.
- Fund for food for various school student activities
- Funds for Transportation
- Recruit student to participate in extracurricular activities.

Student Groups

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

- Hire Educational Leadership Foundation Tutors to provide RTI support.
- Provide planning days for teachers to focus on lesson planning and data analyzing.
- Professional learning opportunities to support student learning..
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- 1 TSA
- Materials and Supplies
- Student Engagement

- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District
- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

Class meetings/Second Step will be implemented to allow students to build connections to other students and staff.

Fundraising events and family engagement nights will be held.

Progress Monitoring: Outcomes

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

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                  | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                            | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <div><ul style="list-style-type: none"><li>• ADA will be at 95%.</li></ul></div> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <div><ul style="list-style-type: none"><li>• In the Fall Climate and Culture Survey 88% of students surveyed will report favorably on the Student Engagement Domain.</li></ul></div> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <div><p>In the Fall Climate and Culture Survey 90% of students surveyed will report favorably on the Student Engagement Domain.</p></div> |

Action 2 :

Attendance

Action Details:

Attendance:

We will continue to focus on how to strategically address absenteeism by enhancing our multi-tiered system of interventions for attendance. Interventions will be strategically designed for those who are identified as chronically absent. All teachers will continue to participate in professional learning opportunities, PLCs and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Targeted Support Team (TST) and Tier 2 Specialist will work to determine areas of focus for the site through a holistic lens and will meet weekly to collaborate on and monitor data as it pertains to the school site plan. Regional Attendance CWA, will also work with the team as needed to best meet the needs of the school site and provide timely feedback and support, as needed. We will also continue the monthly attendance parent meetings that will include, but is not limited to, a Parent/Student Compact Agreement that provides parents and students with information regarding attendance and strategies to support the improvement of attendance, as well as resources available. An RP Counselor will report directly to CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-assess and followup on Tier 2 students, as needed. .

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will participate in a School-wide attendance/social awareness incentives..
- All students who have perfect attendance will qualify for incentive programs

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software
- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

English Learner student population is performing at the lowest level in areas of mathematics and ELA

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

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

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

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year. These funds will also be used for supplemental contracts for teachers involved in providing additional instructional support and support parents who attend meetings by providing food and decorations for meeting spaces.

Student Groups

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

- Hire Educational Leadership Foundation Tutors to provide RTI support.

- Provide planning days for teachers to focus on lesson planning and data analyzing.
- Professional learning opportunities to support student learning..
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- 1 TSA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District
- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

**Student with Disabilities (SWD):**

- Materials and supplies for attendance
- Materials and supplies to support connections

**LongTermEnglishLearner (LTEL):**

- Materials and supplies for attendance
- EL incentives Materials and supplies to support LTEL's

**EnglishLearner (EL):**

- Materials and supplies for attendance
- EL incentives Materials and supplies to support LTEL's

**AfricanAmerican(AA):**

- Materials and supplies for attendance incentives
- Materials and supplies to support connections

As a site: What are the planned actions to support this student group?

Ensure school wide we are celebrating and recognizing students who are making growth in attendance measurements based on attendance data. We will utilize district resources such as our CWA and HSL to offer supports to families through the compact agreement. Our TST/OATier 2 Specialist will review student attendance regularly and put interventions in place for all students, specifically our, AA, EL's and LTEL students.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                       | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                                                | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• Incentives are communicated to students and families for attendance.</li><li>• Students will feel more connected on campus through clubs and athletics. This will be measured by Atlas engagements.</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• TST system to progress monitor student attendance data in meetings. Identified chronicallyabsent students will then be given interventions and incentive to increase student attendance. Monthly attendance data compared to previous year to measure progress by TST from Atlas data.</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Students who were not otherwise at school are attending school regularly. ADA will be above 95% as measured byAtlas byTST.</p> |

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

| Action | Funding    | Spending Activity | Expense    | Personnel | FTE | Vendor / Purpose of Expenditure                                        | Budget    |
|--------|------------|-------------------|------------|-----------|-----|------------------------------------------------------------------------|-----------|
| G4A1   | Sup & Conc | Instruction       | Mat & Supp |           |     | : Professional Learning for Teachers ILT, Buyback, SSC, CCT (Food POs) | 10,000.00 |
| G4A1   | Sup & Conc | Instruction       | Travel     |           |     | : Travel/Conferences for Staff PL                                      | 22,500.00 |

**\$32,500.00**

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓        | 93.5 %         | 84 %   | 2024-2025 | 90 %   |

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We did not meet our goal of 93.5% from 92.4%. Site decreased 8.4%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Adjusting to new admin
- Changes were implemented
- Increase teacher recognition
- Professional Learning on how to meet students needs

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Professional learning time has been limited to one hour a month. More time will be needed to work with staff on preparing them to meet student needs. Recognizing staff is also done at PL's and staff meetings that have been cut in hours. Decision making processes will need to be improved to allow more opportunities for staff to voice their thoughts in decision making.

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: STAFF: Increase recruitment and retention of staff

Fully Implemented

- 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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: STAFF: Increase recruitment and retention of staff

Effective

- Retained staff
- Teacher feedback on Professional Learning has been favorable
- Teacher completion of Standard Analysis Protocol to provide consistency and alignment among grade levels.
- PLC+ build the capacity of PLCs

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Implement professional learning options for staff to provide more decision making and staff selected preparation to serve students. We will also devote time recognizing different staff members.

Section D: 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.

SSC:

- Provide Professional Learning to teachers
- Provide additional instructional supplies.

ELAC:

- Increase communication from teachers to families on assignments and due dates.

Staff:

- actively listen to staff member suggestions/input BEFORE implementing changes/ideas; admin needs to be more present in classrooms; staff connection opportunities (quarterly dinners/bonding activities); training opportunities for teachers to attend; timely responses to TST and SST requests
- Encourage/ schedule PLC meetings between different grade levels. Implement more consistent administration walk-

throughs for teacher feedback and establishing relationships with staff/ students. Offer grade level planning days (1 per quarter)

- Start conversations with cultural groups about why there may be low representation in regards to staff and/ or parent involvement

Stop the conversation between staff members that exhibit racial bias, prejudices, stereotypes, and racism in general .

- Bakman has a high retention, and I think that's due to the family atmosphere. at our school.
- Provide opportunities to boost staff morale

Action 1 :

Recruitment and retention of staff

Action Details:

Bakman will increase recruitment and retention of staff by providing access to high-quality professional learning. Staff will have access to a variety of training in topics that are relevant to teaching such as the PLI initiative and effective blended learning structures, Common Core State Standards, Integrated ELD/Designated ELD and best practices to support English Learners, social-emotional best practices, Second Step, and Wonders and Go Math digital resources to enhance teaching practices and engage students in learning. Input will be collected from teachers, Culture and Climate Team and ILT on additional PL topics. New teachers who need coaching support will be connected to instructional coaches/TsAs to assist them in developing their professional practice. IPGs and CSTPs, will be utilized when providing feedback to teachers along with recommended resources to help build teacher efficacy. Teachers will have time to share effective teaching strategies during their PLC time.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Funds will be allocated to provide professional learning on equity centered classrooms, Write Tools writing strategies.
- Funds will be allocated to professional learning conferences for staff.
- Professional learning books and materials will be provided for new staff members.
- Review Climate Culture Survey Data with staff to identify high-leverage opportunities for growth.
- Leverage staff meeting time, and Buyback/Institute hours for professional learning
- Extra pay contracts will be provided for specific professional learning opportunities.
- New teachers will be provided with professional learning in the areas of classroom management, planning, social-emotional learning, assessment, FIABs/IABs, and instructional strategies for English Learners which will grow teacher capacity and confidence.
- Materials and supplies will be provided to support professional learning implementation.
- Materials and supplies will be provided for climate and culture building.
- Funds will be allocated for PLI professional learning
- A district-funded instructional coach, TSA, Literacy Coach will implement ongoing professional learning in the area of ELA. Literacy Coach will provide PL on ELA best practices and resources to support Students.
- TSA will provide PL on best practices and resources to support EL students, along with PL on effective ways to provide Tier 2 and 3 intervention in the class.
- Academic Coach will provide PL on Math best practices and resources to support instruction.
- 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
- Use of professional texts to support PL and build teacher capacity

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- On-going communication with HRfor placement of newhires, lateral transfers or overage transfers to help ensure match of qualification and diversityof potential site needs.
- On-going communication with Manager(s) in the Teacher Residencyprogram to recruit potential candidates who are pursuing BCLADcertification
- Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPG (ELA/Math) in working with EL students.
- PL utilizing the Common Core Companion (EL sections).
- Provide PL from ILT on the Sunnyside Region Literacy Project.
- Academic Coach will be available for feedback and coaching cycles with teachers to improve instruction.
- Use of TSAto provide small group instruction, goal setting, and progress monitoring.

Student Groups

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

- Hire Educational Leadership Foundation Tutors to provide RTI support.
- Provide planning days for teachers to focus on lesson planning and data analyzing.
- Professional learning opportunities to support student learning..
- Provide extra paycontracts for certificated and classified for after school tutoring.

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

- 1 TSA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District
- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

- Continue to invest in staff members professional development by sponsoring conferences.
- Offer extra pay contracts for tutoring
- Continue to use classified staff extra par contracts to assist teachers.
- Offer sub days for planning, colleague observations, and PLC time.
- Purchase food for evening meetings and celebrations.
- Use funds to purchase staff house materials.
- Use house system to improve staff connection and joy on campus.

Progress Monitoring: Outcomes

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

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                          | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                                        | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• Students will be taught about social-emotional supports. Teachers will teach SEL</li><li>• This will be measured by teachers and admin through classroom observations.</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• In the fall climate and culture survey 85% of students surveyed will report that "Adults at my school seem to enjoy being there."</li><li>• In the fall climate and culture survey 90% of staff members surveyed will report that they that they "enjoy being at this school".</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>• In the fall climate and culture survey 90% of students surveyed will report that "Adults at my school seem to enjoy being there."</li><li>• In the fall climate and culture survey 95% of staff members surveyed will report that they that they "enjoy being at this school".</li></ul> |

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓        | 97 %           | 90.9 % | 2024-2025 | 95 %   |

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We did not meet our goal of 97%. We decrease from 91.2% to 90.9%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not enough family nights in the evening for working parents to attend.
- Low volunteer or parent outreach.
- Not enough opportunities for families to learn about parent engagement

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Outreach to parent

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

|                                                 |                       |
|-------------------------------------------------|-----------------------|
| Action 1: Parent/Teacher Conferences & Meetings | Partially Implemented |
|-------------------------------------------------|-----------------------|

Implemented:

- Staff provided parent conference and meeting on academic progress/growth, assessments, needs, behaviors, strengths, assignments
- Parents were invited to athletic activities, Back to School, conferences, open house, SSC, ELAC, Winter Program, Book Fair, Lego Night, Quarterly academic assemblies

Partially Implemented:

Not Implemented:

- Family Movie Night
- Family Dance

Action 2: School Parental Engagement

Not Implemented

Implemented:

- Quarterly Awards Assemblies
- Fieldtrip chaperones
- Classroom volunteers
- Back-to-School/Open House
- Title I meetings
- SSC Meetings
- ELAC Meetings
- Talent Show
- Winter Program
- Music events (strings, choir, band)
- Fundraisers

Not implemented

- Parent University Presentations
- Parent Engagement Hours
- Family Nights (i.e. Literacy, Game, Science, Family Dance, Movie, Pastries with Parents, volunteering, etc.)
- 

Action 3: Parent Participation in SSC

Fully Implemented

Implemented:

- 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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each

action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent/Teacher Conferences & Meetings

Effective

Based on the attendance and feedback from parents at parent conferences, this was effective.

Action 2: School Parental Engagement

Partially Effective

Because parent engagement activities were highly attended, this was effective. However, more activities need to be planned in order to increase effective parent engagement.

Action 3: Parent Participation in SSC

Effective

All three of the items happened as seen in the SSC agendas.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Use CCT to revisit arrival and dismissal procedures
- Hold more family engagement activities, like movie nights, dances and Pan Dulce with Loves Ones
- Streamlining safety procedures to increase supervision
- Recruit parent volunteers to support on--and around--campus
- Use TST, SSTs and Attendance Meetings to identify parent needs

**Section D: 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.

SSC:

- Increase the safety of school by looking at getting more cameras and fencing around the school.
- Revisit arrival and departure procedures
- Single point entry

ELAC:

- Increasing opportunities for parents to volunteer on campus
- Increase safety

Staff:

- monthly family engagement activities (school dances, movie nights, etc.); continue rewards for iReady with family involvement; actually follow through on attendance meetings for T2 and T3 status students; educate parents on how to check ATLAS for student grades
- Invite families to activities on campus, such as fundraisers and events. Continue having home-School liaison contact parents/ guardians of students with chronic attendance

- issues, as well as make home visits and schedule meetings to provide solutions for attendance issues. Continue using program to help translate during parent-teacher conferences. Discontinue purchase of school planners. Offer incentives for students to engage academically at home (e.g. reading books/ AR, completing iReady lessons, etc.) Offer additional grade-level specific family activities, like Lego Night for Kinder.
- Game nights, Science nights, movie nights, fun friday outside with snack shop that is ran by parents.
  - increase capacity for parents to volunteer on campus
  - Encourage parents to volunteer in classrooms. Offer more parent meetings and collaboration.
  - Start conversations by asking parents how or in what ways they would like to be involved in the Bakman community
  - Award assemblies (parents love when invited and when we have book fairs/selling see's candie etc.
  - I would like to see a room parent to help with communication for parties and to help with copies.

Action 1 :

School Parental Engagement

Action Details:

Bakman parents are an integral part of ensuring student success in school and we are committed to providing high-quality learning opportunities for them to empower them to support their student/s. These sessions will include training on programs and curricula being utilized in the classroom such as Reflex math, Teams, I-Ready, ELPAC, Wonders an dGoMath. We will work with English Learner Service to provide a training for our parents of EL students, on how parents can support students in sustaining their home language. Two-way communication opportunities will also be offered regularly such as Family Engagement Hour and Parent-Teacher conferences, ELAC, SPSA planning and SSC to keep parents informed on school site changes, upcoming events and gather their input.

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

- Quarterly Awards Assemblies
- Field trip chaperones
- Classroom volunteers
- Back-to-School/Open House
- Family Nights
- Title I meetings
- SSC Meetings
- ELAC Meetings
- Talent Show
- Winter Program
- Music events (strings, choir, band)
- Parent Engagement Hours

- Fundraisers
- Parent Engagement Presentations

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- Communicate events utilizing different media: Facebook, Bakman webpage, Marquis, Parent Square, Class Dojo.
- Talent Show
- Athletic events
- Fund for Meeting Translators
- Fund for Food for Parent Events
- Assemblies
- Fund for vendors (Krazy Karen, Wacky Wendy, and others as needed)
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 3rd-6th
- Graphics
- Attendance Incentives
- Volunteer in classrooms

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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Parents will be supported to access the ATLAS parent portal and Edutext to ensure parents are actively monitoring student progress.

ELAC and SSC meetings will be scheduled on a regular basis to support social emotional and academic programs.

Supplemental contracts will be provided to classified staff to support with parent outreach and coffee hour.

Translating will be offered during parent meetings.

Communicate events in Spanish and Hmong

Communicate through:

1. Parent Square
  2. Parent Portal
  3. Marquis
  4. Parental involvement in SSC, ELAC, DAC, and LCAP meetings
  5. Class Dojo
  6. Social Media
- Fund for;
    - Vendors (Science Mobile, and others).
    - Materials & Supplies
    - Family Nights
    - Literacy Nights
    - Science Nights
    - Family Fun Nights
    - Meeting Translators
    - Food for Parent Meetings/Events
    - Fund for Substitutes for IEP/SSTs

- Materials and Supplies
- Materials and Supplies for various Family Nights
- Nicky's Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 3rd-6th
- Fund for Graphics/Maintenance
- Food/Snacks for various Family Nights
- Attendance Incentives
- Related costs to participate in Peach Blossom, Spelling Bee, others as needed.

## Student Groups

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

- Hire Educational Leadership Foundation Tutors to provide RTI support.
- Provide planning days for teachers to focus on lesson planning and data analyzing.
- Professional learning opportunities to support student learning..
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- 1 TSA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District
- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

We will build parent engagement by hosting family events.

Progress Monitoring: Outcomes

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

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                          | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                          | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Parent attendance for Back to School Night/Title 1 Meeting.</p> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• In the Fall Climate and Culture Survey 92% of families surveyed will report that "school provides meaningful family engagement opportunities and encourages participation.</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• In the Spring Climate and Culture Survey 95% of families surveyed will report that "school provides meaningful family engagement opportunities and encourages participation.</li></ul> |

## 2025-2026 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 | Mat & Supp   |           |     | Parent Engagement/Materials/Supplies *NO FOOD OR INCENTIVES* | 3,038.00 |
| G5A1   | Sup & Conc    | Instruction          | Direct-Graph |           |     | Direct Graphics Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1        | 2,667.00 |
| G5A1   | Sup & Conc    | Parent Participation | Mat & Supp   |           |     | Family Engagement                                            | 1,000.00 |

**\$6,705.00**

# 2025-2026 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                       | Subagreements   |                     |        | Education and Leadership Foundation : Education and Leadership Foundation (For A1 & A2)    | 90,250.00  |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu    | Teacher, Spec Assgn | 0.8678 |                                                                                            | 147,619.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Supp    |                     |        | After School Tutoring/Engagements Also G1A1-3                                              | 14,712.00  |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp      |                     |        | Material & Supplies Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1                                  | 30,092.00  |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment    |                     |        | : Non Capitalized Equipment Also G1A1-3                                                    | 11,000.00  |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Maint    |                     |        | Direct-Maintenance Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1                                   | 2,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Cons Svc/Oth    |                     |        | Write Tools, LLC : Professional Learning. Other vendors TBD at a later time. Also G1A1-3   | 4,000.00   |
| G1A1   | Sup & Conc    | Instructional Supervision & Admin | Crt Supr-Sub    |                     |        | Admin Substitutes                                                                          | 5,368.00   |
| G1A1   | Sup & Conc    | Instructional Supervision & Admin | Off Eq Lease    |                     |        | Ricoh Lease Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1                                          | 25,000.00  |
| G1A1   | Sup & Conc    | Attendance & Social Work Services | Student Incenti |                     |        | : Also G1A1-3                                                                              | 5,000.00   |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Regu    | Teacher, Spec Assgn | 0.1322 |                                                                                            | 22,489.00  |
| G1A1   | LCFF: EL      | Instruction                       | Mat & Supp      |                     |        | Materials & Supplies G1A1-3, G5A1                                                          | 12,323.00  |
| G1A2   | LCFF: EL      | Instruction                       | Subagreements   |                     |        | Education and Leadership Foundation : Education and Leadership Foundation (For Action 1-3) | 30,330.00  |
| G2A1   | Sup & Conc    | Instruction                       | Mat & Supp      |                     |        | : Study Trips                                                                              | 5,000.00   |
| G2A1   | Sup & Conc    | Instruction                       | Direct Trans    |                     |        | Transportation for Student Trips                                                           | 5,000.00   |
| G4A1   | Sup & Conc    | Instruction                       | Mat & Supp      |                     |        | : Professional Learning for Teachers ILT, Buyback, SSC, CCT (Food POs)                     | 10,000.00  |
| G4A1   | Sup & Conc    | Instruction                       | Travel          |                     |        | : Travel/Conferences for Staff PL                                                          | 22,500.00  |
| G5A1   | Title 1 Basic | Parent Participation              | Mat & Supp      |                     |        | Parent Engagement/Materials/Supplies *NO FOOD OR INCENTIVES*                               | 3,038.00   |
| G5A1   | Sup & Conc    | Instruction                       | Direct-Graph    |                     |        | Direct Graphics Also G1A1-3, G2A1, G3A1-2, G4A1, G5A1                                      | 2,667.00   |
| G5A1   | Sup & Conc    | Parent Participation              | Mat & Supp      |                     |        | Family Engagement                                                                          | 1,000.00   |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$93,288.00         |
| Sup & Conc            | 7090   | \$290,958.00        |
| LCFF: EL              | 7091   | \$65,142.00         |
| <b>Grand Total</b>    |        | <b>\$449,388.00</b> |

\$449,388.00

| Goal Totals                                                                                | Budget Totals       |
|--------------------------------------------------------------------------------------------|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$400,183.00        |
| G2 - Expand student-centered and real-world learning experiences                           | \$10,000.00         |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$32,500.00         |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$6,705.00          |
| <b>Grand Total</b>                                                                         | <b>\$449,388.00</b> |