

Baird Middle

10621666006084

Principal's Name: Timona Martin

Principal's Signature:

A handwritten signature in black ink, appearing to read "Timona Martin", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 – Timona Martin	X				
2. Chairperson - Timona Martin	X				
3. Vice Chairperson – Kelly Fields				X	
4. SSC Secretary – Nicole Caruso		X			
5. PAC representative – Alex Trevino				X	
6. DELAC (N/A – Baird currently has 9 students identified as EL					
7. Edward (Alex) Mertens		X			
8. Douglas Wilkins		X			
9. Karina Navarro		X			
10. Noelle Nightingale				X	
11. Denise Feil					
12. Koda Nedley or Alternative Student Council Member					X

Check the appropriate box below: (Baird has less than nine EL students, therefore we do not have an ELAC)

☐ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date_____.

N/A

Required Signatures

School Name: Baird Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal/Chairperson	Timona Martin		4/13/26
SSC Vice Chairperson	Kelly Fields		4/13/26

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

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

FY 2026/27

Baird - 0030

ON-SITE ALLOCATION

3010	Title I	\$46,400 *
7090	LCFF Supplemental & Concentration	\$128,320
7091	LCFF for English Learners	\$3,924

TOTAL 2026/27 ON-SITE ALLOCATION

\$178,644

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,600
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Program Budget	\$44,800
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Total Title I Allocation	\$46,400
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Baird Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review					
School Level Dashboard					
Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		53.1 %	2025-2026	54.2 % 
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		59.3 %	2025-2026	60.4 % 
Goal 1	ELPAC - percentage of students who scored 4		25 %	2024-2025	26.1 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.4 %	2025-2026	42.5 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		53.4 %	2025-2026	54.5 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		39.7 %	2025-2026	40.8 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		54.2 %	2025-2026	55.3 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	38.6 pts	44.5 pts	2024-2025	59.5 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		71.5 %	2024-2025	76.5 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-3.2 pts	7.2 pts	2024-2025	22.2 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		54.5 %	2024-2025	59.5 % 
Goal 2	Chronic Absenteeism (ALL) Semester 1	9.5 %	4 %	2025-2026	3.4 % 
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	100 %	96 %	2025-2026	97.1 % 
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	100 %	95 %	2025-2026	96.1 % 
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 % 
Goal 2	Suspension Rate (ALL) Semester 1	2.97 %	1 %	2025-2026	0.47 % 

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

While students demonstrated growth in ELA and performed comparatively better on SBAC than the district average, a significant number of SPED (ELA-71% /Math 62%), EL (ELA -0%/Math/), and re-classified students (ELA-34% /Math 27%) are not meeting grade level standards. Additionally, students are demonstrating progress in math schoolwide but growth is not yet translating into consistent grade-level proficiency, particularly on standards-aligned tasks that require conceptual understanding, academic language, and problem-solving. For example, the percentage of 5th grade students coming into Baird meeting or Exceeding standards, declines as they progress through the grade levels.

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

The decline in students meeting or exceeding grade-level standards as they progress through the grade levels may be attributed to increasing cognitive and linguistic demands of standards, limited opportunities for students to engage in academic discourse and justify their thinking, inconsistent vertical alignment of essential standards and expectations across grade levels, progress monitoring practices that emphasize growth rather than mastery of grade-level proficiency, and the need for more targeted supports to ensure equitable access to rigorous grade-level content for multilingual learners, reclassified students, and students with disabilities.

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.

Need 1. Increasing Cognitive and Language Demands Across Grade Levels

As students progress through middle grades, standards require:

- deeper conceptual understanding
- increased academic vocabulary
- more complex texts and problems
- justification of thinking and written explanations

Students who previously demonstrated procedural or surface understanding may struggle when:

- tasks require academic discourse
- responses require evidence-based reasoning
- language demands increase (especially for EL and RFEP students)

Performance gaps widen in ELA comprehension and math problem-solving, particularly for SPED, EL, and RFEP students.

Need 2. Limited Opportunities for Structured Academic Discourse and Justification

Students may not consistently engage in:

- explaining reasoning
- defending answers
- using academic language
- writing about thinking
- engaging in peer discourse

Without regular exposure to these practices, students struggle on SBAC and standards-aligned tasks requiring:

- constructed responses
- argumentation
- reasoning
- conceptual explanations

Impact: Growth may occur on skills practice, but proficiency on rigorous tasks remains inconsistent.

Need 3. Inconsistent Vertical Alignment and Progression of Essential Standards

Instruction across grade levels does not consistently build:

- prerequisite skills
- academic language development
- common expectations for rigor
- aligned assessment practices

This can lead to:

- skill gaps accumulating over time
- uneven expectations across grade levels
- students entering later grades without foundational knowledge needed for advanced standards.

Why this produces decline: Students begin strong but gaps compound each year.

Need 4. Progress Monitoring Focused More on Growth Than Grade-Level Mastery

Current systems may prioritize:

- improvement over time
- typical or stretch growth
- teacher-created assessments

rather than consistently monitoring:

- grade-level proficiency
- standards mastery
- performance on standards-aligned tasks

Without consistent monitoring of proficiency:

- instructional adjustments may not target gaps early
- students may show growth but remain below standard.

This partially explains why we have a “growth but not proficiency” pattern as students progress through the grade levels.

5. Need for Targeted Supports for Multilingual Learners, RFEP, and Students with Disabilities

Students in SPED, EL, and RFEP groups may require more systematic support in:

- academic language development
- vocabulary, syntax
- scaffolds for complex text and tasks
- intervention aligned to standards

When our supports are inconsistent or not tightly aligned to grade-level expectations:

- gaps widen over time
- progress does not translate to meeting standards.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Goal 1 Actions - Baird MTSS for ALL students

Partially Implemented

Baird met, and in several areas exceeded, its MTSS goals for ALL students, as evidenced by incremental academic growth trends, increasing proficiency, increase in percent favorable on our school climate and culture surveys (see attached school dashboard data). Most notably are our low rates of chronic absenteeism and suspension. Our data indicates that universal supports (Tier 1) are largely effective, while targeted and intensive supports (Tier 2) is helping in some part to reduce barriers to learning and improve student engagement.

All students will excel in Mathematics

Partially Implemented

i-Ready and Interim Math data indicate that 54.5% of students are benefiting from core instruction, as evidenced by typical growth rates. Additionally, SBAC Math results show continued improvement over a three year period, suggesting that students are accessing and engaging with grade-level standards through good Tier 1 instruction. While stretch growth rates in Math remain lower than typical growth, these outcomes demonstrate that targeted supports are effectively reaching students who require additional acceleration, indicating that the actions were partially implemented and that intervention systems are in place and contributing to student progress.

Goal 2 Actions - STUDENTS: Expand learning experiences

Partially Implemented

The goal to expand student learning experiences was partially implemented during the SPSA cycle. While the site increased opportunities for student engagement and enrichment, several planned actions were not fully realized as intended. Specifically, the site was unable to fully implement targeted parent workshops in Spanish, teacher participation in instructional coaching, and expanded inclusion of students in college and career exploration trips. Implementation challenges included scheduling and budget constraints, staffing and coverage limitations, and logistical factors that impacted the scope and frequency of these activities. Despite these challenges, the need for these actions remains a priority, as they are directly connected to increasing access, strengthening family engagement, and broadening college and career awareness, particularly for historically underserved student groups. These areas will be refined and intentionally addressed in the next SPSA cycle to ensure more equitable access and full implementation.

Goal 3 Actions - STUDENTS: Increase student engagement

Partially Implemented

Across Tiers 1–3, Baird implemented many universal and targeted supports that promote belonging, academic confidence, and connection to school. However, several high-leverage engagement strategies, particularly those involving SEL instruction, experiential learning, family partnerships, EL supports, and enrichment opportunities were only partially implemented or not implemented. These gaps limited the school's ability to fully address chronic absenteeism, behavior concerns, and disengagement among specific student groups. Additionally, several professional learning opportunities connected to equity-centered instruction and student engagement were only partially implemented. These gaps limited the school's ability to fully build staff capacity around student engagement.

Goal 4 Actions - STAFF: Diversity

Partially Implemented

Baird successfully implemented several key strategies that supported staff diversity, cultural responsiveness, and inclusive school climate, including the hiring of a full-time Campus Culture Director, increasing student enrollment in the Ethnic Studies elective class. We saw an increase in club offerings, and community-based teacher recruitment partnerships. These efforts yielded measurable gains in student/family perception data, course enrollment, staff participation, and extended learning opportunities in our ASP. Baird continues to prioritize staff diversity aligned to district goals. The hiring of a new 8th grade ELA teacher increased representation within the teaching staff and supports efforts to provide students access to diverse perspectives and role models.

Goal 5 Actions - FAMILIES: Increase opportunities

Partially Implemented

While Baird fully implemented a broad set of family engagement strategies spanning orientation, enrichment, athletics, leadership development, academic competitions, and family events, several initiatives designed to expand family partnerships, expand cultural engagement opportunities, expand real-world learning opportunities, and expand enrichment opportunities for families were only partially implemented or not yet implemented during the year.

The incomplete implementation of these actions limited the school's ability to reach all student groups consistently and to deepen family participation across grade levels.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Goal 1 Actions - Baird MTSS for ALL students

Partially Effective

Reason 1:
Tier 1 universal supports were largely effective, but Tier 2 targeted and intensive supports were not implemented consistently or at full scale across all students needing acceleration.

Reason 2:
While academic growth and engagement indicators improved, intervention systems did not yet produce strong enough outcomes to fully close learning gaps or eliminate barriers for all student groups.

All students will excel in Mathematics

Partially Effective

Reason 1:
Only 54.5% of students demonstrated typical growth, indicating that core instruction and intervention supports did not reach all students effectively.

Reason 2:
Stretch growth rates remained low, suggesting that acceleration strategies were not implemented with sufficient intensity to move students beyond expected progress.

Goal 2 Actions - STUDENTS: Expand learning experiences

Partially Effective

Reason 1:
Several planned actions were not fully implemented, including Spanish parent workshops, teacher participation in instructional coaching, and expanded college and career exploration opportunities.

Reason 2:
Implementation was limited by scheduling conflicts, staffing coverage challenges, budget constraints, and logistical barriers that reduced the scope and frequency of activities.

Goal 3 Actions - STUDENTS: Increase student engagement

Partially Effective

Reason 1:
High-leverage engagement strategies such as SEL instruction, experiential learning opportunities, EL supports, and family partnership initiatives were only partially implemented.

Reason 2:
Professional learning related to equity-centered instruction and student engagement was not fully implemented, limiting staff capacity to consistently support student engagement across classrooms.

Goal 4 Actions - STAFF: Diversity

Partially Effective

Reason 1:
Although progress was made in hiring and improving representation, efforts to expand staff diversity and culturally responsive practices were in various stages dependent on teacher experience and not fully systemic.

Reason 2:
Recruitment pipelines and long-term workforce development strategies requires district support to ensure sustained and measurable impact.

(Note: This aligns with SPSA language, even though progress is strong, sustainability justify “partial.”)

Goal 5 Actions - FAMILIES: Increase opportunities

Partially Effective

Reason 1:
Several initiatives to expand family partnerships, cultural engagement opportunities, and real-world learning experiences were only partially implemented or not implemented.

Reason 2:
Incomplete implementation limited consistent outreach to all student groups and reduced overall family participation across grade levels.

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.

1. Implement a Schoolwide Instructional Focus on Academic Discourse, Writing, and Conceptual Understanding

Address student difficulty with justification, reasoning, and language demands.

Leader Actions:

- Establish academic discourse and justification of thinking as a schoolwide instructional priority.
- Provide professional learning on discourse strategies, academic language development, and conceptual teaching.

- Conduct classroom walkthroughs focused on student reasoning and language use.
- Monitor evidence of student explanation and problem-solving in instruction.

Expected Impact: Improved performance on standards-aligned tasks requiring reasoning and explanation.

2. Strengthen Systems of Progress Monitoring and Data Use

Develop consistent systems for tracking student progress toward grade-level proficiency.

Leader Actions:

- Establish a structured progress monitoring cycle (e.g., data review timelines, student trackers).
- Re-establish common data protocols in PLC meetings.
- Provide teachers with clear expectations for identifying students not on track.
- Use multiple measures (interims, iReady, writing performance, teacher assessments).

Expected Impact:

Earlier identification of learning gaps and more targeted instructional response.

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:	ELAC:	Staff:
None at this time	N/A	None at this time



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

MTSS for ALL students focused on literacy

Action Details

Literacy Intervention

Baird will ensure that al students have access to grade-level instruction in ELA/Literacy as outlined in the California ELA/Literacy Standards. Teachers will work together to set quarterly goals and yearly targets for student performance, and outline aligned assessments to monitor learning and provide intervention. Teachers will leverage board adopted curriculum and Common Core Exemplar Texts to ensure that students access grade-level text and tasks. In addition, teacher teams will work with colleagues to develop common learning targets and success criteria. Teachers will share with students and engage them in goal setting and self-analysis. Finally, PLC teams will analyze data to audit equitable access to learning across all student groups. Resources and time will be allocated to develop a more cohesive and timely response to Tier 2 academic support through grade-level MTSS teams

Direct Instructional Services

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

Below are specific instructional services to benefit students.

1. Utilize instructional coaches, district support, or consultants to support teachers in implementing equitable, data-driven, and research-based instructional practices. Partners (district coaches, consultants, etc.) will collaborate with teachers to design and refine daily instruction that intentionally integrates rigorous grade-level content and social-emotional learning, informed by multiple sources of student data. Instruction will emphasize high expectations for all learners, culturally responsive practices, and a gradual release of responsibility to ensure student ownership and mastery of grade-level outcomes.
2. Offer a zero period PE class so more students can take Spanish 1 and participate in music classes.
3. Provide funding for teachers to attend district and county PL opportunities outside of the regular duty day if needed
4. Provide sub coverage and support for teachers involved in district steering committees aimed at improving ELA/Literacy/Writing and ELD
5. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
6. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1,2, and 3 instruction and equitable practices.
7. Summer planning for Instructional Leadership, counseling and Climate Culture teams to develop yearly school-wide plans based on SPSA.
8. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
9. Provide additional support for EL students and other identified students needing Tier 2 & Tier 3 Academic Support in math and ELA.
10. Hire tutors to provide in-class support to students needing math support, as determined by assessment data

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.

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.

EL Students will be identified and monitored by teachers through PLC collaboration and the use of ELlevation. Teachers will also leverage supports in the Spring Board ELD companion during push-in support for grade-level instruction for integrated ELD. Technology resources will also be used to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas. Funding for ELPAC assessors will also be provided as in the past. Teachers will be given an extra pay contract to provide student supports and to conduct quarterly data chats. There will be weekly meetings "huddles" with the academic counselor and admin.team to monitor progress and communicate back to teachers

Student Groups

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

- 1.Create sub-agreements with partners to provide student support in academics and SEL.
- 2. Work with partners and/or consultants to support with the work we have started around equity and cultural proficiency initiatives.
- 3. Coaching for Administration.
- 4. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

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

- 1. Designate grade level and/or department planning days
- 2. Create contracts for teachers to provide student supports
- 3. Create classified supplemental contracts for student and family engagement
- 4. Create incentives, student awards, SEL assemblies
- 5. Purchase SEL curriculum and resources to enhance district provided resources

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

1. Utilize instructional coaches, district support, or consultants to support teachers in implementing equitable, data-driven, and research-based instructional practices. Partners (district coaches, consultants, etc.) will collaborate with teachers to design and refine daily instruction that intentionally integrates rigorous grade-level content and social-emotional learning, informed by multiple sources of student data. Instruction will emphasize high expectations for all learners, culturally responsive practices, and a gradual release of responsibility to ensure student ownership and mastery of grade-level outcomes.
2. Offer a zero period PE class so more students can take Spanish 1, and participate in music classes.
3. Provide funding for teachers to attend district and county PL opportunities outside of the regular duty day if needed
4. Provide sub coverage and support for teachers involved in district steering committees aimed at improving ELA/Literacy/Writing and ELD
5. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
6. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1,2, and 3 instruction and equitable practices.
7. Summer planning for Instructional Leadership, counseling and Climate Culture teams to develop yearly school-wide plans based on SPSA.
8. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
9. Provide additional support for EL students and other identified students needing Tier 2 & Tier 3 Academic Support in math and ELA.
10. Hire tutors to provide in-class support to students needing math support, as determined by assessment data
11. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Implement a range of research-based actions that meet the diverse needs of families and strengthen meaningful partnerships that support student success. These will include:

1. Regular, Two-Way Communication
 - Continue to provide ongoing communication channels in families' preferred languages
 - Continue to provide clear information about academic expectations, standards (e.g., California State Standards), assessment data, and school events across all grade levels.
 - Encourage two-way dialogue through surveys, PTO, and regular check-ins at parent meetings.
2. Culturally Responsive Family Workshops in collaboration with PTO and Parent University and/or vendors
 - Host workshops that build capacity around academic standards, grade-level expectations, and ways families can support learning at home.

- Offer sessions on culturally inclusive topics such as restorative practices, trauma-informed engagement, and equity in education.

3. Family Leadership and Decision-Making Roles

- Expand opportunities for families to serve on leadership councils (e.g., SSC, ELAC), equity committees, and safety teams.
- Include families in data review and planning, especially around the needs of historically underserved groups (e.g., African American, Latino, ELs, students with disabilities).

4. Home-School Academic Partnerships

- Collaborate with families to interpret student data (formative assessments, attendance, behavior patterns) and set goals together.
- Provide structured, research-based strategies families can use at home (e.g., math talk routines, literacy activities aligned to grade-level standards).

5. Welcoming Environments & Inclusive Events

- Design school environments where all families feel valued and respected, signage in multiple languages, culturally diverse artwork, welcoming teams at events.
- Offer a variety of events tied to curriculum and culture: family math nights, literacy celebrations, culturally relevant heritage events, student-led exhibitions.

6. Feedback Loops and Continuous Improvement

- Implement regular assessments of family engagement practices (feedback surveys, focus groups), analyze results disaggregated by subgroup, and adjust strategies accordingly.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on building staff capacity to implement equitable, research-based family engagement practices that strengthen partnerships between home and school and support improved student outcomes. Teachers, administrators, and support staff will participate in ongoing, job-embedded professional learning that emphasizes culturally responsive engagement, data-informed communication, and inclusive decision-making. Professional learning opportunities will include training on:

- Understanding and addressing barriers to family engagement for historically underserved communities
- Implementing effective, two-way communication strategies that honor families’ assets and preferred modes of engagement
- Using multiple sources of student and family data (academic, attendance, behavioral, and perception data) to design targeted engagement strategies
- Facilitating family-centered conferences, workshops, and student-led learning experiences that clearly communicate grade-level expectations and social-emotional development
- Embedding family engagement into instructional planning, MTSS processes, and schoolwide improvement efforts

Professional learning will be delivered through a combination of collaborative workshops, coaching cycles, PLC-embedded learning, modeling, and reflection. Time will be provided for staff to analyze family engagement data, plan inclusive outreach strategies, and reflect on the impact of their practices. Ongoing support and feedback will ensure continuous improvement and alignment with school and district equity goals.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers collaborate to establish quarterly goals and yearly targets for student performance in ELA/Literacy.
- Common learning targets and success criteria are developed and shared among teacher teams.
- Teachers engage students in goal setting and self-analysis of their learning progress.
- PLC teams begin analyzing data to assess equitable access to grade-level instruction across all student groups.
- Resources and time are allocated for initial planning of Tier 2 and Tier 3 academic support structures.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Teachers collaboratively analyze CAASPP and district assessment data to inform instruction and intervention.
- Professional development supports teachers in deepening best instructional practices.
- Students engage in rich discussions that require reasoning and justifying their thinking.
- A clear, schoolwide plan for ELA and Math support is implemented and communicated with stakeholders.
- Use of technology and hands-on learning tools to enhance engagement and critical thinking.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- All student groups show measurable improvement in ELA/Literacy achievement, closing gaps in equitable access.
- A sustainable, data-driven MTSS system effectively supports students needing Tier 2 and Tier 3 interventions.
- Teachers and PLC teams demonstrate a strong culture of collaboration, continuously improving instructional practices.
- Students exhibit greater confidence and independence in literacy skills, applying them across all content areas through efforts of the All School Write Initiative.
- A well-established cycle of assessment, intervention, and reflection leads to sustained academic growth schoolwide.
- Increased and more representative participation in school events, workshops, and leadership councils (SSC, ELAC, equity teams)
- Improved family engagement survey results, disaggregated by subgroup
- Families reporting a stronger sense of connection, voice, and partnership with the school

MTSS for ALL students focused on literacy in Mathematics

Action Details

College & Career Readiness

Baird will implement mathematics support for all students aligned to the CCSS with an emphasis on conceptual understanding through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice and utilizing CAASPP and district aligned resources.

Direct Instructional Services

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

1. Tier 1 Core Instruction Enhancement (Standards-Aligned Math Instruction)
Provide daily standards-aligned math instruction using district-approved curriculum with an emphasis on conceptual understanding, mathematical discourse, and problem solving. Instruction includes structured opportunities for students to explain reasoning and justify solutions.

Materials/Supplies:
 - District adopted math curriculum and consumables
 - Teacher-created tasks aligned to grade-level standards
 - Academic vocabulary supports
2. Tier 2 Targeted Small-Group Math Intervention (MTSS)
Provide supplemental small-group instruction for students performing below grade level based on assessment data.
 - Intervention curriculum (standards-aligned intervention materials)
 - Diagnostic and progress monitoring tools (i-Ready, interim assessments)
 - Manipulatives and scaffolded practice materials
 - Student practice workbooks and targeted skill packets
3. Extended Learning Opportunities for Math Acceleration and Support
Provide additional instructional time through before/after school programs, intersession, or summer learning focused on essential math standards and skill development. Instruction supports both intervention and acceleration needs.

Materials/Supplies:

- Standards-aligned instructional materials
- Practice workbooks and problem-solving tasks
- Technology-based learning programs
- Supplemental curriculum resources
- Technology and Non-Cap items for students and staff

4. Progress Monitoring and Data-Driven Instructional Support

Implement ongoing assessment and feedback cycles to monitor student progress toward grade-level standards and adjust instruction accordingly. Teachers provide targeted feedback and reteaching based on student performance.

Materials/Supplies:

- Teacher developed assessments, and interim assessments
- Data tracking tools and student progress monitoring systems
- Rubrics and scoring guides
- Instructional planning 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.

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. Provide daily Designated ELD instruction aligned to students’ English proficiency levels to develop academic vocabulary, language structures, and discourse skills needed for success in core content areas.

Enhanced Services Include:

- Level-specific ELD curriculum and instructional materials
- Structured language practice (speaking, listening, reading, writing)
- Academic vocabulary development resources
- Scaffolded language supports and sentence frames

2. Provide intentional language supports within math, ELA, science, and social studies instruction to ensure EL students can access grade-level content while developing academic language.

Enhanced Services Include:

- Visual supports, graphic organizers, and structured discourse protocols
- Academic vocabulary development and language scaffolded

3. Targeted Small-Group Intervention and Progress Monitoring for EL Students

Provide additional instructional support for EL students who are not meeting grade-level standards or expected language growth, using small-group instruction and frequent progress monitoring.

Enhanced Services Include:

- Diagnostic and progress monitoring tools
- Supplemental instructional materials and practice resources
- Structured re-teaching and skill development sessions

Student Groups

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

1. Create sub-agreements w/vendors to provide student support in academics and SEL
2. Work with consultant and/or vendor to support with the work we have started around equity and cultural proficiency initiatives
3. Purchase technology to support students at Tier 1 and Tier 2 of instruction, focusing on intervention, personalized learning, and progress monitoring

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

1. Offer planning days for department and grade level teams
2. Create contracts for teachers to provide student supports
3. Create classified supplemental contracts for student and family engagement
4. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

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

1. Utilize partners to support teachers in the implementation of daily instruction that incorporates content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
2. Offer opportunities for teachers to attend additional training support, as needed, outside of the regular duty day.
3. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.

4. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
5. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA.
6. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
7. Provide additional support for EL students and students needing Tier 2 Academic Support in math and ELA.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Implement a range of research-based actions that meet the diverse needs of families and strengthen meaningful partnerships that support student success. These will include:

1. Regular, Two-Way Communication
 - Continue to provide ongoing communication channels in families’ preferred languages
 - Provide clear information about academic expectations, standards (e.g., California State Standards), assessment data, and school events across all grade levels.
 - Encourage two-way dialogue through surveys, suggestion boxes, and regular check-ins at parent meetings (PTO, Coffee Chats, etc.)
2. Culturally Responsive Family Workshops in collaboration with PTO and Parent University and/or vendors
 - Host workshops that build capacity around academic standards, grade-level expectations, and ways families can support learning at home.
 - Offer sessions on culturally inclusive topics such as restorative practices, trauma-informed engagement, and equity in education.
3. Family Leadership and Decision-Making Roles
 - Expand opportunities for families to serve on leadership councils (e.g., SSC, ELAC), equity committees, and safety teams.
 - Include families in data review and planning, especially around the needs of historically underserved groups (e.g., African American, Latino, ELs, students with disabilities).
4. Home-School Academic Partnerships
 - Collaborate with families to interpret student data (formative assessments, attendance, behavior patterns) and set goals together.
 - Provide structured, research-based strategies families can use at home (e.g., math talk routines, literacy activities aligned to grade-level standards).
5. Welcoming Environments & Inclusive Events
 - Design school environments where all families feel valued and respected , signage in multiple languages, culturally diverse artwork, welcoming teams at events.
 - Offer a variety of events tied to curriculum and culture: family math nights, literacy celebrations, culturally relevant heritage events, student-led exhibitions.
6. Feedback Loops and Continuous Improvement
 - Implement regular assessments of family engagement practices (feedback surveys, focus groups), analyze results disaggregated by subgroup, and adjust strategies accordingly.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on building staff capacity to implement equitable, research-based family engagement practices that strengthen partnerships between home and school and support improved student outcomes. Teachers, administrators, and support staff will participate in ongoing, job-embedded professional learning that emphasizes culturally responsive engagement, data-informed communication, and inclusive decision-making. Professional learning opportunities will include training on:

- Understanding and addressing barriers to family engagement for historically underserved communities
- Implementing effective, two-way communication strategies that honor families’ assets and preferred modes of engagement
- Using multiple sources of student and family data (academic, attendance, behavioral, and perception data) to design targeted engagement strategies
- Facilitating family-centered workshops, and student-led learning experiences that clearly communicate grade-level expectations and social-emotional development
- Embedding family engagement into instructional planning, MTSS processes, and schoolwide improvement efforts

Professional learning will be delivered through a combination of collaborative workshops, coaching cycles, PLC-embedded learning, modeling, and reflection. Time will be provided for staff to analyze family engagement data, plan inclusive outreach strategies, and reflect on the impact of their practices. Ongoing support and feedback will ensure continuous improvement and alignment with school and district equity goals.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- All math instruction is aligned to CCSS with a clear focus on conceptual understanding.
- Teachers consistently implement lessons that emphasize focus, coherence, and rigor in math instruction.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Teachers collaboratively analyze CAASPP and district assessment data to inform instruction and intervention.
- Professional development supports teachers in deepening conceptual understanding and best instructional practices.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Increased student confidence and proficiency in math, as reflected in growth on CAASPP and other assessments.
- A strong math culture where students embrace challenges, persist in problem-solving, and see themselves as mathematicians.

- Regular use of Math Practice Standards in daily instruction, reinforcing problem-solving, reasoning, and communication of mathematical thinking.
- CAASPP and district-aligned resources are integrated into instruction, assessments, and interventions.
- Targeted intervention and enrichment opportunities including our summer program are provided for students based on various data sources to formative and summative assessments.

- Students engage in mathematical discourse that require reasoning and justifying their thinking.
- A clear, schoolwide plan for math support and intervention is implemented and communicated with stakeholders.
- Use of technology and hands-on learning tools to enhance engagement and conceptual understanding.

- Families actively engaged in supporting math learning at home through district and school-provided resources and workshops.
- Cross-curricular connections where math is integrated into science, technology, and other subjects to reinforce coherence in learning.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			student computers/tablets, staff support items	16,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : PL for staff to support equity & CP initiatives, student engagement with vendors/partners like Corwin (PLC +), and Taylor'd consulting	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			teacher subs for for dept. and/or GL planning days **Budget lines for personnel include salaries and related benefits	14,325.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			teachers to support students in literacy, math, and ELD **Budget lines for personnel include salaries and related benefits	21,769.00
G1A1	Sup & Conc	Instruction	Direct-Maint			technology maintenance	3,427.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs to cover for trainings, conf., etc. **Budget lines for personnel include salaries and related benefits	11,341.00
G1A1	Sup & Conc	In-House Instructional Staff Development	Travel			Educational conferences for staff focused on Literacy, Math, and SEL	16,065.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor **Budget lines for personnel include salaries and related benefits	1,500.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: materials for EL parents to support home/school connection	2,424.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			educational resources, subscriptions, for staff and students	4,500.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Vendor will provide support in classrooms (ex. Teaching Fellows), with a focus on tutoring in math and ELA.	16,369.00

\$122,720.00

MTSS for all students with a focus on expanding student engagement

Action Details

Life Skills

Tier 1: Baird Middle School will provide Tier 1 support to expand student engagement through the following means:

- Supporting development of student skills, including use of technology relevant to the demands of both college and career
- Elective Wheel class components (robotics, coding, agriculture and agribusiness, college trips, guest speakers, etc.)
- Grade Level Enrichment Field Trips
- Club Rush in Quarter 1
- Support with the purchase of relevant materials in order to enhance student interactions with STEM careers and pathways
- Conferences (Climate & Culture, Campus Culture, CTE)
- Supplemental contract for staff member to oversee parent engagement
- Supplemental contract for staff member to oversee student engagement
- Materials/Supplies/Contract expenses to increase communication with families (and staff)

Tier 2: Baird Middle School will provide Tier 2 support to expand student engagement through the following means:

- One-on-One goal setting and grade chats with academic counselor
- Targeted Parent Workshops (English and Spanish)
- Know More Program
- Tier II Specialist on campus part-time
- Social Skills curriculum
- Seasonal Sports Teams
- Leadership/School Site Council
- 5th Grade Enrichment Trip
- 6th Grade Camp
- 7th grade "What It Takes to Be Great"
- Lunch Club meetings
- Club Field Trips
- 8th Grade Civic Learning trip to Downtown Fresno
- Ethnic Studies as an elective for all grade (5/6 on the wheel and 7/8 year-long)
- College trips to give students exposure to the college experience
- Offer a zero period PE class, so students can take a Spanish and/or music class.

Tier 3: Baird Middle School will provide intensive support to expand student engagement through the following means:

- Extended Learning Opportunities (Summer Academy, After-School)

- Campus Culture recruitment of underserved student groups
- Student leadership recruitment of underserved student groups

Direct Instructional Services

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

- Instruction via Science Olympiad, Tournament of Technology, Academic Pentathlon, sports teams, field trips, leadership conferences, parent workshops, Block 8 enrichment classes, Camp WINK, Know More, Social Skills classes, civic learning.
- Materials, training, technology and programs around TOT, STEM, CTE
- CTE study trips
- Career Fair during student lunches with representatives from various industries.
- College visits to CSU, UC, and Community College with an intentional focus on SPED, EL Learners, and underserved groups.

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.

- Intentional recruitment of EL students for CTE yearlong electives and for other career experiences and educational fieldtrips.
- Funding for students to explore opportunities in alignment with high school pathways, and to expose students to career options.
- Spanish-language parent workshops
- RFEP progress monitoring
- Materials/supplies and training

Student Groups

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

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with consultants/vendors (TBD) to support with the work we have started around cultural proficiency initiatives, PLC+, Teacher Clarity, Collective Equity, LISC, and Student Engagement
3. Work with an instructional coach to support teachers with Tier 2 and Tier 3 of instruction, focusing on intervention/acceleration, personalized learning, feedback strategies, and progress monitoring.

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

1. Allow department planning days
2. Create supplemental contracts for teachers to provide student supports
3. Create classified supplemental contracts for student and family engagement
4. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

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

1. Work with outside consultants/vendors (TBD) and/or instructional coach to support teachers
2. Provide funding for teachers to attend additional training/PL outside of the regular duty day.
3. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
4. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
5. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA.
6. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
7. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA.
8. Hire Teaching Fellows (or other vendor) to provide in-class support to students as determined by assessment data.
9. Take students on educational field trips
10. Offer a zero period PE class to allow more students the opportunity to take a Spanish and/or music class.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Provide family learning workshops that help parents understand grade-level expectations and strategies to support student success in literacy, math, and academic development.

This would Include:

- Workshops on curriculum expectations and learning strategies
- Training on supporting homework, reading, writing, and math skills at home
- Materials/Supplies/Contract expenses to increase communication with families (and staff)

Professional Learning

Describe Professional Learning related to this action.

Create opportunities for teachers to engage in collaborative planning sessions to design project-based learning (PBL), cross-curricular units, and performance tasks that extend beyond traditional instruction.

Professional Learning would Include:

- Training on project-based learning design
- Developing authentic performance tasks aligned to standards
- Creating real-world connections and community partnerships
- Integrating writing, discourse, and durable skills into enrichment tasks

Outcome for Students:

Increased engagement, deeper critical thinking, and opportunities to apply learning in meaningful contexts.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers incorporating more student discourse, collaborative projects, and inquiry-based activities.
- Lessons that connect to real-world applications, including career connections and community-based learning.
- Increased use of hands-on, experiential learning opportunities across all grade level.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Partnerships with local businesses, professionals, and organizations to provide authentic learning experiences.
- More student voice and choice in how they demonstrate their learning, such as through presentations, portfolios, or project-based assessments.
- Lessons that connect subjects to real-world issues and problem-solving.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Students taking the lead in designing and executing real-world projects with real impact t their learning experience
- A school-wide culture where student-centered and experiential learning are embedded into daily instruction.
- Long-term collaboration with community organizations, leading to internship opportunities, mentorships, and career pathways for students.
- Increase CTE course offerings

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

MTSS for all students with a focus on increasing percent favorable in student health and wellness

Action Details

Life Skills

Tier 1: Baird Middle School will provide Tier 1 support through the following means so that all students will stay in school on target to graduate:

- Universal Screening
- Camp WINK (orientation, engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaics , Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Xello - career exploration assessments
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Study Trips
- Parent Workshops
- SEL Professional Development for Teachers
- PLC Professional Development for Teachers
- Equitable Practices Professional Development for Teachers
- High Leverage EL Strategies Professional Development for all Teachers
- High Leverage Instructional Practices Conferences
- Weekly SEL lessons that addresses (anti-bullying, discrimination, harassment, and inclusivity)
- Summer Academies and Enrichment

Tier 2: Baird Middle School will provide Tier 2 support through the following means so that all students will stay in school on target to graduate:

- Before and After School Program to include an academic support component
- Know More
- Social Skills classes
- Seasonal Sports Teams
- Leadership/School Site Council
- Clubs and Club Field Trips
- Khan Academy
- Tutor.com
- Parent Workshops
- Ethnic Studies elective 7th/8th grade students
- A4 student academic support
- 1.0 Campus Culture Director

Tier 3: Baird Middle School will provide intensive support through the following means so that all students will stay in school on target to graduate:

- RTI Tutors for Math
- Young Men's Alliance
- Young Women's Alliance
- Intervention twice weekly for ELA and Math during bk. 8
- Designated ELD after school tutoring with an ELA teacher
- After School Tutoring
- Parent Workshops
- Wonder Valley Ranch peer bonding
- Intramurals
- Small Group Counseling
- Social Skills small group with school psych or school social worker

Direct Instructional Services

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

Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post); RTI tutors in ELA and Math RTI classes; Academic Support Time; Tier 3 support by ELA and Math teachers 2x/week; Designated ELD; after school tutoring, Alliance classes, Scholars classes, elective wheel, Academic Support Time professional learning, materials and supplies.

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.

Quarterly cycles of review will be conducted by the Climate and Culture Team to target engagements for students in low-performing groups to include English Learners.

COST eam will review weekly behavior data to ensure students that are struggling meet positiv behavior expectations and are engaged in some school related activity.

Students on academic probation and on a contract will attend block 8 tutorial to ensure they stay on track and can continue to participate in school activities. Also, to ensure they are not at risk of being revoked.

Students identified as EL will continue to receive designated ELD support during the school day.

Student Groups

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

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with Taylor'd consulting to support with the work we have started around equity and cultural proficiency initiatives.
3. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

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

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

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

1. Give departments planning days and fund subs
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Provide workshops and resources for families on topics such as mental health awareness, stress management, healthy habits, digital wellness, and recognizing signs of anxiety or distress. These sessions will equip families with strategies to support student well-being at home.

Professional Learning

Describe Professional Learning related to this action.

1. Provide training on trauma-informed approaches and social-emotional learning (SEL) strategies so staff can better understand student behaviors, respond with empathy, and engage families in supportive, solution-oriented ways
2. Provide ongoing development in relationship-building, restorative practices, and customer service to strengthen trust between staff, students, and families, contributing to a more positive and supportive school environment.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Moderate Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Students participating in class discussions and collaborative group work more frequently.
- Increased attendance at school events, clubs, and extracurricular activities.
- Students demonstrating awareness of school and community initiatives through projects, presentations, or assignments

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Students taking on leadership roles in clubs, student government, or community service projects.
- More students volunteering or engaging in service-learning opportunities outside of school.
- Increased student-driven initiatives aimed at improving school culture and community connections

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A strong student voice in decision-making processes, such as advisory committees or school improvement plans.
- Partnerships between students and local organizations to address community needs.
- A sustained culture of engagement where students feel empowered to make a lasting impact in both their school and community.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28: Goal is to ensure all students have access to arts and music education

Action Details

Equitable Access

Baird will provide students with increased opportunities to participate in arts-based learning through expanded elective offerings and integrated instructional practices. Zero period PE classes for students in grades in 7/8 will be used as a vehicle to deepen student engagement in the music classes. Students will also have access to additional elective courses, allowing them to explore personal interests, develop transferable skills such as collaboration, communication, and problem-solving, and build connections between school learning and future pathways.

Direct Instructional Services

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

Zero period PE classes for students in grades 7–8 will be strategically utilized to support student participation in music electives, reducing scheduling barriers and increasing access to arts instruction. As part of the school's Multi-Tiered System of Supports (MTSS), arts-based electives will serve as a Tier 1 universal support by increasing student engagement, school connectedness, and access to enriching learning experiences. For students requiring additional support, participation in arts courses may be used as a Tier 2 strategy to improve attendance, motivation, and social-emotional development.

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.

Baird will provide enhanced services for all English Learner students, including Long-Term English Learners (LTELs), and students who have been reclassified, by ensuring equitable access to arts-based learning opportunities that support language development, student engagement, and school connectedness.

Student Groups

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

• **Students with Disabilities (SWD):**

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Hispanic (HI):

African American (AA):

Long Term English Learner (LTEL):

Music instruments and shared classroom instruments to ensure access for students who may not have personal resources

- Sheet music, instructional materials, and repertoire that include multilingual supports, visuals, and culturally responsive content
- Arts consumables (folders, notebooks, pencils, rhythm tools, art supplies) to remove barriers to participation
- Instructional technology and software to support listening, rehearsal, and language development (e.g., audio playback, recording tools)

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Hispanic (HI):

African American (AA):

Long Term English Learner (LTEL):

1. Supplemental Instructional Materials & Supplies

- Music instruments and shared classroom instruments to ensure equitable access for EL students
- Sheet music, instructional resources, and instructional materials that include visual supports and scaffolds to support language development
- Consumable supplies (folders, notebooks, performance materials) to remove financial barriers to participation in arts electives

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Hispanic (HI):

African American (AA):

Long Term English Learner (LTEL):

Supplemental Staffing & Instructional Supports:

- Extra pay contracts for classified staff to provide targeted support and scaffolding for EL students within arts instruction

Professional Learning (Supplemental)

- Professional development focused on integrating language development strategies into arts instruction (e.g., structured academic talk, visual and auditory supports)

Extended Learning & Enrichment Opportunities

- After-school or enrichment opportunities in the arts designed to support students needing additional practice or engagement
- Materials and staffing to support performances or collaborative projects that reinforce language use and confidence
- Support for EL students to participate in arts-based field trips or real-world learning experiences

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts programming will be used as a platform to strengthen school-family connections by creating meaningful opportunities for families to experience, celebrate, and support student growth. The school will communicate regularly with families about arts opportunities through school messaging platforms, and translated materials to ensure all families are informed and able to engage. Staff will intentionally provide clear information about elective options, schedules, and student participation so families can support student decision-making and sustained involvement.

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities will include collaborative planning time, peer observation, and reflection focused on improving instructional practice within arts and elective courses. Teachers will analyze student engagement data, participation trends, and formative feedback to refine instructional strategies and ensure equitable access and outcomes for all students.

Progress Monitoring: Outcomes

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Outcomes: • Increased student enrollment and participation in arts-based elective courses • Improved student engagement and attendance in arts classes, including EL students • Implementation of structured, inclusive instructional practices within arts electives Measures: • Course enrollment and schedule data • Attendance records and participation logs • Classroom observations and walk-through data • Student surveys and informal feedback Monitoring: • School administration • Arts and elective teachers • Instructional Leadership Team (ILT)	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes: • Sustained student participation and persistence in arts electives • Improved collaboration, communication, and problem-solving skills as demonstrated through student work and performances • Increased engagement and sense of belonging for targeted student groups, including EL students Measures: • Student performance rubrics and work samples • Attendance and discipline data • Engagement indicators and student surveys • ELPAC progress data for EL students Monitoring: • School administration • ILT and department leads • EL coordinator or designated site lead	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes: • Improved overall student engagement and positive school climate • Increased access to and completion of elective courses aligned to student interests • Continued academic and language growth supported by arts-based learning experiences Measures: • Longitudinal enrollment and course completion data • All families reporting positive responses on the school climate and family engagement survey results • ELPAC reclassification and progress data • Student reflection and portfolio evidence Monitoring: • School administration • District support staff (as applicable) • School Site Council (SSC)

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Nc-Equipment			: CTE focus supporting classrooms with supplies, materials, and equipment	3,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	**Budget lines for personnel include salaries and related benefits	28,828.00
G2A2	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : graphics for projects, student agendas, student showcase, career fair, etc.	5,400.00

\$37,228.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase equitable access to site and district resources for members of the Baird community (parents, students, and staff)

Action Details

Health & Wellness

Tier 1: Baird Middle School will provide Tier 1 support to increase equitable access to site and district resources for members of the Baird community (parents, students, and staff)

- Consultant/vendor - Equity Focused Coaching for Teachers and Staff
- Full implementation of a PTO for the 2026-27 school year
- Materials/Supplies/Contract expenses to increase communication with families (and staff)

Tier 2: Baird Middle School will provide Tier 2 support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Recruitment of Bilingual tutors and/or aides to support with ELD, ELA, and Math
- Continue partnering with Community Educators
- Where possible, teachers to attend educational conferences on equitable instructional practices (grading etc.)

Tier 3: Baird Middle School will provide intensive support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Baird Staff to work with FUSD HR to recruit and retain teachers of color

Direct Instructional Services

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

Tier 2:

- District support around Culturally Relevant instruction and Equitable Practices.
- Ethnic Studies curriculum and PL
- Community Ed Teachers to bring diverse opportunities for student engagement
- Conferences for students
- Contract for a certificated teacher to provided academic support during BSP and ASP to students.
- Contract for classified tutors to provide Tier 2 support during the regular school day, alongside certificated teachers.
- Technology and Non-Cap items for staff

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.

- Conduct PL on culturally responsive teaching strategies to improve instruction and engagement for EL students.
- Integrate training on implicit bias, inclusive classroom practices, and linguistic diversity
- Hire or contract with community educators to provide after-school and/or weekend support tailored to EL students
- Offer small-group instruction, tutoring, and enrichment activities focusing on language development and academic skills
- Hire bilingual tutors to bridge communication gaps and reinforce students' home language skills alongside English proficiency.
- Partnership with EL Services and Parent University for resources and support

Student Groups

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

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with community partners and/or vendors to support the work we have started around equity and cultural proficiency initiatives
3. Purchase technology to support students at Tier 2 level of instruction, focusing on intervention, personalized learning, and progress monitoring.

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

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

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

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

Students with Disabilities (SWD):

Long Term English Learner (LTEL):

African American (AA):

English Learner (EL):

Planned actions to focus on the following:

Parent workshop topics and certificated teacher training and support:

- Understanding the school system
- help with homework/literacy skills
- Understanding the ELPAC
- Understanding importance of a strong home-school connection
- Supporting social emotional well-being of their student
- Understanding the role of technology and digital literacy
- College and career readiness
- Parent advocacy.
- Academic student supports
- SEL student supports

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Ensure all information about school and district resources (academic supports, counseling services, enrichment programs, technology access, nutrition services, etc.) is communicated in families’ home languages through multiple platforms (ParentSquare, flyers, phone calls, and in-person outreach).
2. Materials/Supplies/Contract expenses to increase communication with families (and staff)

Professional Learning

Describe Professional Learning related to this action.

1. Provide training on identifying and removing barriers that prevent families from accessing resources (language, technology, transportation, and trust). Staff will develop an equity lens to ensure outreach is intentional and inclusive of underserved groups (EL, SPED, African American, and economically disadvantaged families).
2. Develop staff understanding of how to include families as active partners in MTSS processes, including explaining supports, sharing progress data, and providing actionable strategies families can use at home.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Measures:

- Increase in survey favorability ratings in key areas (e.g., trust in leadership, staff collaboration, feeling valued)
- Increase in classified staff participation results on organizational culture
- Improved teacher engagement from Fall to Spring surveys

Monitoring Responsibility:

- Principal – Conducts check-ins and informal discussions
- Vice Principal or GLA – Collects pulse survey data
- Instructional Leadership Team – Gather feedback on collaboration and engagement

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Measures:

- Increase participation rates in staff meetings, PLCs, and school initiatives and school-wide student events
- Staff feedback from informal check-ins, focus groups, or pulse surveys
- Qualitative data from exit tickets after professional development sessions
- Increase participation in professional learning and school-wide initiatives

Monitoring Responsibility:

- Leadership tracks survey trends and adjusts actions accordingly
- HR or District Support Team (if applicable) – Monitors staff retention rates
- Instructional Leadership Team – Reviews progress and adjusts strategies

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Measures:

- Sustained improvement in staff survey favorability scores over multiple years
- Improved teacher morale
- Increased teacher leadership opportunities and staff-initiated efforts
- Positive correlations between organizational culture and student outcomes (e.g., engagement, behavior, academic growth)

Monitoring Responsibility:

- Principal & District Leadership – Evaluate long-term trends in survey data
- Instructional Leadership Team – Ensure continuous improvement strategies are in place
- HR/District Staff Support – Assess impact on retention and recruitment

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase percent favorable in family engagement domain

Action Details

Community Engagement

Tier 1: Baird Middle School will provide Tier 1 support to increase inclusive opportunities for families to engage in their students' education:

- Work with an Equity Consultant
- Camp WINK for all new and returning students (orientation, re-engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaic , Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Fall Festival
- Spring Career Fair
- Lunch with Loved Ones, Jog-a-thon, etc.
- 7th Medieval Fair or similar activity
- Ethnic Studies elective year long course for 7th and 8th graders
- Ethnic Studies wheel elective for 5th and 6th graders
- Back to School Night
- Open House/Student Showcase Event
- Fundraisers to support clubs and extracurricular activities
- Grade Level Field Trips
- 6th Grade Camp
- Clubs that promote family involvement (Adventure Club, BSU, Pride Club etc.)
- Ag program brings in families - AG EXPO, Idea Fest, mobile Farmer's market
- Updated sound system for Baird Amphitheater and cafeteria
- Materials/Supplies/Contract expenses to increase communication with families (and staff)

Tier 2: Baird Middle School will provide Tier 2 support to increase inclusive opportunities for families to engage in their students' education:

- Parent meetings with Academic Counselor
- Parent volunteers that support in classrooms (reading in sm. group and individual)
- Targeted Parent Workshops (Spanish-speaking, Parenting Skills, SEL, etc.)
- School Site Council
- 5th Grade Goal 2 Trip
- Clubs and Club Field Trips
- 8th Grade Civic Learning

- Science Olympiad
- Academic Decathlon
- Tournament of Technology
- Minecraft eSports, Rocket league, etc.
- Sports Banquets
- Academic Awards Banquets
- Zero period PE
- Saturday Academy

Tier 3: Baird Middle School will provide intensive support to increase inclusive opportunities for families to engage in their students' education:

- Young Men's Alliance (if still offered by the district)
- Young Women's Alliance (if still offered by the district)
- Summer Literacy Program
- After School Program
- Instructional Coaches (if offered by the district)

Direct Instructional Services

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

- Engagement via PTO
- Student Support Center Team
- Campus Culture Directors
- On/Off Site Family Events & Engagement Opportunities
- Books, workshops, refreshments, incentives, classified staff supplemental support,etc.

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.

- Spanish-language parent workshops and enrichment trips
- Spanish literacy instruction
- Cultural clubs
- California Teaching Fellows (CTFF)

Student Groups

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

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with consultants/vendors to support with the work we have started around equity and cultural proficiency initiatives.
2. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

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

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

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

All families:

1. Utilize district resources, consulting services/vendors for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
2. Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
3. Seek out additional funding to establish teacher steering committee to review progress in ELA/Literacy and ELD
4. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
5. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
6. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA.
7. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
8. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Targeted Outreach to Underserved Groups: Conduct intentional outreach to families of EL, SPED, African American, and underperforming student groups through personal invitations, small group meetings, and relationship-building efforts led by staff and community liaisons

2. Offer workshops, meetings, and events at varied times (morning, afternoon, evening, and virtual options) to accommodate diverse family schedules, including working families.

Professional Learning

Describe Professional Learning related to this action.

1. Welcoming School Environment: Foster a school climate where all families feel valued and respected by training staff on culturally responsive practices and ensuring front office interactions are positive, supportive, and inclusive.
2. Use of surveys, feedback, and reflection protocols within PLCs and ILT to evaluate the effectiveness of family engagement efforts and adjust practices based on family input and participation data.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- **Regular Communication** – Ensure families receive consistent updates on student progress, upcoming assessments, and classroom expectations through parent square messages, emails, etc.
- **Accessible Parent-Teacher Conferences** – Offer flexible scheduling options where possible to accommodate different work schedules and ensure all families can attend.
- **Homework & Study Support Resources** – Provide parents with guides, videos, or workshops on how to support their child’s learning at home, particularly in math and literacy.

Medium-Term (Change in Behavior or

Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Academic Workshops for Families** – Host hands-on workshops where families learn about curriculum, instructional strategies, and ways to support their student’s academic success.
- **Parent Participation in Goal-Setting** – Involve parents in setting individual learning goals for students during conferences or special academic planning meetings.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **Family-Led Academic Support Groups** – Create parent-led tutoring networks where families collaborate to support student learning outside of school.
- **Parent Advisory Roles in Curriculum Discussions** – Invite parents to serve on committees that provide feedback on academic programs, intervention strategies, and school improvement plans.

• **Interactive Learning Nights** – Organize math, reading, and science nights where families engage in academic activities that mirror classroom instruction.

• **School-Home Learning Partnerships** – Implement structured programs where parents receive training and materials to reinforce classroom instruction at home, ensuring a strong bridge between school and family learning environments. This is similar to what was offered through a summer program we hosted several years ago called Springboard Collaborative.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			parent engagement materials and supplies **No food or incentives**	2,500.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			: G3A2, G1A1, G2A1 Supporting open lines of communication with Families and Staff	596.00
G3A1	Sup & Conc	Parent Participation	Oth Cls-Supp			classified supplemental for parent and student engagement **Budget lines for personnel include salaries and related benefits	15,600.00

\$18,696.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0030 Baird Middle (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0030	1110	1000	4200	Bks & Ref					G1A2	educational resources, subscriptions, for staff and students	4,500.00
060	3010	0030	1110	1000	4400	Nc-Equipment					G1A1	student computers/tablets, staff support items	16,000.00
060	3010	0030	1110	1000	4400	Nc-Equipment					G2A1	: CTE focus supporting classrooms with supplies, materials, and equipment	3,000.00
060	3010	0030	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : PL for staff to support equity & CP initiatives, student engagement with vendors/partners like Corwin (PLC +), and Taylor'd consulting	15,000.00
060	3010	0030	1110	1000	5899	Cons Svc/Oth					G2A2	TBD : graphics for projects, student agendas, student showcase, career fair, etc.	5,400.00
060	3010	0030	1110	2495	4300	Mat & Supp					G3A1	parent engagement materials and supplies **No food or incentives**	2,500.00
030	7090	0030	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	Praseutsy, Raaktin	0.2000	G2A1	**Budget lines for personnel include salaries and related benefits	28,828.00
030	7090	0030	1110	1000	1120	Teacher-Subs					G1A1	teacher subs for for dept. and/or GL planning days **Budget lines for personnel include salaries and related benefits	14,325.00
030	7090	0030	1110	1000	1160	Teacher-Supp					G1A1	teachers to support students in literacy, math, and ELD **Budget lines for personnel include salaries and related benefits	21,769.00
030	7090	0030	1110	1000	5723	Direct-Maint					G1A1	technology maintenance	3,427.00
030	7090	0030	1110	1000	5899	Cons Svc/Oth					G1A2	TBD : Vendor will provide support in classrooms (ex. Teaching Fellows), with a focus on tutoring in math and ELA.	16,369.00
030	7090	0030	1110	2100	1320	Crt Supr-Sub					G1A1	Admin. subs to cover for trainings, conf., etc. **Budget lines for personnel include salaries and related benefits	11,341.00
030	7090	0030	1110	2100	5900	Communicatio					G3A1	: G3A2, G1A1, G2A1 Supporting open lines of communication with Families and Staff	596.00
030	7090	0030	1110	2140	5221	Travel					G1A1	Educational conferences for staff focused on Literacy, Math, and SEL	16,065.00
030	7090	0030	1110	2495	2960	Oth Cls-Supp					G3A1	classified supplemental for parent and student engagement **Budget lines for personnel include salaries and related benefits	15,600.00
030	7091	0030	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessor **Budget lines for personnel include salaries and related benefits	1,500.00
030	7091	0030	4760	2495	4300	Mat & Supp					G1A1	: materials for EL parents to support home/school connection	2,424.00
													\$178,644.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,400.00
Sup & Conc	7090	\$128,320.00
LCFF: EL	7091	\$3,924.00
Grand Total		\$178,644.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$122,720.00
G2 - The Whole Child (SEL and Engagement)	\$37,228.00
G3 - Operational Excellence	\$18,696.00
Grand Total	\$178,644.00