

Bakman Elementary

10621660108100

Principal's Name: Andrea Valdez

Principal's Signature: 

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

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

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 – Andrea Valdez	X				
2. Chairperson - Veronica Ochoa				X	
3. Remington Billet		X			
4. Willem Durham		X			
5. Cher Xiong		X			
6. Candi Delgado		X			
7. Roxanna Bustamante				X	
8. Jessica Hernandez				X	
9. Minerva Lee				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Bakman Elementary School			
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	Andrea Valdez		04/10/2026
SSC Chairperson	Veronica Ochoa		04/10/2026

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

Bakman - 0535

ON-SITE ALLOCATION

3010	Title I	\$87,630 *
7090	LCFF Supplemental & Concentration	\$246,528
7091	LCFF for English Learners	\$56,580

TOTAL 2026/27 ON-SITE ALLOCATION

\$390,738

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,540
Program Budget	\$85,090
Total Title I Allocation	\$87,630

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Bakman Elementary 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	ELPAC - percentage of students who scored 4	20 %	11.9 %	2024-2025	13 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		55.6 %	2024-2025	56.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		64 %	2025-2026	65.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	60.4 %	50.2 %	2025-2026	51.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		49.2 %	2025-2026	50.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.9 %	2025-2026	65 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		27.8 %	2025-2026	28.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		58.1 %	2025-2026	59.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	61.1 %	46.6 %	2025-2026	47.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		75.4 %	2025-2026	76.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.7 %	2025-2026	62.8 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		16.9 %	2025-2026	18 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-43.7 pts	-60.2 pts	2024-2025	-45.2 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-113.4 pts	2024-2025	-98.4 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		24.2 %	2024-2025	29.2 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-51.5 pts	-74.2 pts	2024-2025	-59.2 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-127.9 pts	2024-2025	-112.9 pts	↑

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		20.2 %	2024-2025	25.2 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	28.5 %	21.6 %	2025-2026	21 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90 %	84 %	2025-2026	85.1 %	↑
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	0.97 %	1.8 %	2025-2026	1.47 %	↓

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.

SBAC ELA & i-Ready ELA D1 to D2

Based on site's SBAC ELA data of -60.2 distance from standard, data demonstrates that a significant number of students are not performing at grade level in English Language Arts.

Based on site's ELA iReady data, 50.2% of students met their iReady Stretch Growth in ELA, therefore demonstrating that 49.8% of students are not meeting their iReady Stretch Growth in English Language Arts.

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

SBAC Math & i-Ready Math D1 to D2

Based on site's SBAC Math data of -74.2 distance from standard, data demonstrates that a significant number of students are not performing at grade level in Math.

Based on site's Math iReady data, 46.6% of students met their iReady Math Stretch Growth, therefore demonstrating that 53.4% of students are not meeting iReady Stretch Growth in Math.

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

Chronic Absenteeism

Based on site's Chronic Absenteeism data, 21.% of students are chronic absent.

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

Factors may be contributing to the site's ELA performance, including inconsistent implementation of rigorous Tier 1 instruction aligned to grade-level standards, limited targeted small-group instruction based on assessment data, and insufficient opportunities for students to engage in evidence-based writing and analysis of complex texts. These factors may impact students' ability to meet SBAC proficiency levels and i-Ready stretch growth goals.

- 1. Inconsistent implementation of PLC+ and student data analysis in PLCs.
- 2. Inconsistencies in the MTSS structures.
- 3. Inconsistent Implementation of Tier 1 Standards-Aligned ELA Instruction
- 4. Limited Use of Data to Drive and Inform Instruction
- 5. Insufficient and Inconsistencies in Differentiation, Small Group Instruction, and Interventions
- 6. Writing From Sources and Evidence-Based Responses
- 7. Insufficient and Inconsistencies in Progress Monitoring

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

Factors may be contributing to the site's Math performance, including inconsistent implementation of rigorous, standards-aligned math instruction, limited use of assessment data to target instruction, insufficient differentiated small-group support, and gaps in foundational math skills. These factors may impact students' ability to demonstrate proficiency on SBAC Math and meet i-Ready Stretch Growth goals.

- 1. Inconsistent implementation of PLC+ and student data analysis in PLCs.
- 2. Inconsistencies in the MTSS structures.
- 3. Inconsistent Implementation of Tier 1 Standards-Aligned Math Instruction
- 4. Limited Use of Data to Drive and Inform Instruction
- 5. Insufficient and Inconsistencies in Differentiation, Small-Group Instruction, and Interventions
- 6. Limited Opportunities for Mathematical Discourse
- 7. Gaps in Foundational Math Skills

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

Students are experiencing inconsistent Attendance due to a combination of family barriers, health concerns, and limited engagement with school, which contributes to the site's 21% chronic absenteeism rate.

- 1. Illness and Health-Related Absences: Frequent illness, Medical appointments, Family concerns about sending sick children to school
- 2. Family and Transportation Barriers: transportation difficulties, parent work schedules, lack of childcare for siblings, housing instability
- 3. Limited Awareness of Attendance Impact: what qualifies as chronic absenteeism, how missing school days impacts learning, the long-term impact on academic success
- 4. Student Engagement and School Connectedness: lack of engagement in learning, social challenges, limited participation in school activities

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.

To address the identified **SBAC ELA & i-Ready ELA D1 to D2** problem of practice, the site will need to strengthen Tier 1 ELA instruction aligned to grade-level standards, refine PLC+ collaboration focused on data analysis, improve MTSS systems for targeted intervention, increase effective differentiation and small-group instruction, expand opportunities for evidence-based writing, and implement consistent progress monitoring practices to accelerate student learning and improve SBAC and i-Ready outcomes.

- Strengthening Tier 1 Standard-Aligned ELA Instruction:
 - Ongoing professional learning and instructional support to consistently implement rigorous Tier 1 ELA instruction aligned to grade-level standards, including the use of complex texts, text-dependent questioning, academic discourse, and explicit comprehension strategies.
- Strengthening PLC+ Structures and Data Analysis:
 - Teachers need structured PLC+ time and protocols to collaboratively: Analyze SBAC, i-Ready, and formative assessment data, Identify student learning needs, Plan targeted instructional responses. This will ensure instruction is responsive to student performance data.
- Strengthening MTSS Systems and Tiered Support:
 - Clearly defined Tier 1, Tier 2, and Tier 3 supports, consistent intervention scheduling, alignment of interventions to identified skill gaps.
- Increasing Effective Differentiation, Small Group, and Intervention Instruction:
 - Teachers need support in implementing consistent, data-driven small-group instruction within Tier 1 and Tier 2 to address individual student needs and accelerate learning for students performing below grade level.
- Increasing Opportunities for Evidence-Based Writing:
 - Responding to text using evidence, constructed response practice, explicit instruction in citing textual evidence and explaining reasoning. These opportunities will help strengthen SBAC-aligned writing and analytical skills.
- Improve Progress Monitoring System:
 - Formative assessments, CFAs or FIABs/IABs, i-Ready progress monitoring> This will allow teachers to adjust instruction and interventions in a timely manner.
- Address Resource Inequities for Disproportionately Low-Performing Student Groups:
 - Disproportionately low-performing student groups may require additional instructional time, targeted intervention supports, and differentiated scaffolds to access grade-level ELA standards. Teachers need support in implementing equitable instructional practices and culturally responsive strategies to ensure all students have access to rigorous learning opportunities.

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.

To address the identified **SBAC Math & i-Ready Math D1 to D2** problem of practice, the site will need to strengthen Tier 1 standards-aligned math instruction, enhance PLC+ collaboration focused on data analysis, refine MTSS intervention systems, increase differentiated small-group instruction, expand opportunities for mathematical discourse, and provide targeted support to address foundational math skill gaps and resource inequities among low-performing student groups.

- Strengthen Tier 1 Standards-Aligned Math Instruction:
 - Teachers need ongoing professional learning, instructional coaching, and collaborative planning opportunities to consistently implement rigorous Tier 1 math instruction aligned to grade-level standards. Instruction should emphasize conceptual understanding, problem-solving, and application of mathematical concepts to support student success on SBAC Math.
- Strengthen PLC+ Data Analysis and Instructional Planning
 - Teachers need structured PLC+ collaboration and data protocols to effectively analyze SBAC, i-Ready diagnostic data, and formative assessments in order to: Identify priority standards and skill gaps, plan targeted instructional strategies, monitor student progress toward meeting i-Ready Stretch Growth goals.
- Improve MTSS Structures and Targeted Math Interventions
 - The site needs to refine MTSS systems to ensure students who are performing below grade level receive timely, targeted Tier 2 and Tier 3 math interventions aligned to diagnostic data. This includes consistent intervention scheduling, clear progress monitoring systems, and alignment between core instruction and intervention supports.
- Increase Differentiation and Small-Group Instruction:
 - Teachers need tools, time, and instructional support to consistently implement data-driven small-group instruction within Tier 1 to address individual student needs and accelerate learning for students who are performing below grade level.
- Increase Opportunities for Mathematical Discourse and Reasoning:

- Students need frequent opportunities to explain their thinking, justify their reasoning, and engage in mathematical discussions with peers. These practices help build deeper conceptual understanding and problem-solving skills necessary for success on SBAC Math.
- Address Gaps in Foundational Math Skills:
 - Students performing significantly below grade level need additional instructional support to build foundational math skills, including number sense, operations, and problem-solving strategies, in order to access grade-level content.
- Address Resource Inequities for Disproportionately Low-Performing Student Groups:
 - Disproportionately low-performing student groups may need additional instructional time, targeted intervention support, and access to scaffolded instructional strategies to close achievement gaps. Teachers may also need support in implementing equitable instructional practices that ensure all students have access to rigorous grade-level learning opportunities.

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.

To address the **Chronic Absenteeism** rate of 21%, the site will need to strengthen attendance monitoring systems, increase family awareness of the importance of attendance, provide targeted supports to address family and health-related barriers, improve student engagement and school connectedness, and implement tiered attendance interventions through MTSS to support students who are disproportionately impacted by attendance challenges.

- Strengthen Schoolwide Attendance Monitoring Systems:
 - Site needs a consistent attendance monitoring system to identify students at risk of chronic absenteeism early. Staff need clear processes for reviewing attendance data regularly and implementing early intervention strategies to support students with emerging attendance concerns.
- Increase Family Communication and Awareness About Attendance:
 - Families need clear communication and education about the importance of daily attendance, including: what qualifies as chronic absenteeism, the impact of missing school on academic success, available school supports for families experiencing attendance barriers, providing this information in accessible and culturally responsive ways will help increase family awareness and partnership.
- Provide Targeted Support for Students Experiencing Attendance Barriers:
 - Students and families experiencing transportation challenges, health-related issues, or housing instability need access to targeted supports and resources, such as connections to school and community services that address barriers to consistent attendance.
- Increase Student Engagement and School Connectedness:
 - Students need opportunities to feel connected and engaged in school, including participation in: school activities and leadership opportunities, positive school climate initiatives, classroom practices that promote engagement and belonging. Strengthening student connectedness can improve motivation to attend school consistently.
- Implement Tiered Attendance Interventions Through MTSS:
 - The site needs to implement tiered attendance interventions aligned with MTSS, including: Tier 1: Schoolwide attendance expectations and incentives, Tier 2: Targeted outreach and support for students with emerging attendance concerns, Tier 3: Intensive support and individualized attendance plans for chronically absent students.
- Address Resource Inequities for Disproportionately Impacted Student Groups:
 - Students from disproportionately impacted groups may experience greater barriers to attendance, including economic hardship, transportation limitations, or housing instability. The site needs equitable access to resources, targeted outreach, and culturally responsive family engagement strategies to reduce these barriers and improve attendance outcomes.

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.

ELA/Literacy

Partially Implemented

The actions were Partially Implemented as on-the-spot was not consistently implemented schoolwide.

Math

Partially Implemented

The actions were Partially Implemented as the 8 Mathematical Practices were not consistent schoolwide.

EL Redesignation

Fully Implemented

The action was Fully Implemented to meet the desired student outcomes.

Student Centered Real-World Learning Experiences

Partially Implemented

The actions were Partially Implemented as a Career Day was not hosted.

Student School Engagement

Fully Implemented

The actions were Fully Implemented to increase student engagement.

Attendance

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

Recruitment and retention of staff

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

School Parental Engagement

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

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.

ELA/Literacy

Ineffective

The actions were Ineffective - Students DFS declined -1.6 pts in ELA as measured by SBAC. Action was ineffective in getting students closer to grade level as measured by average DFS.

Math

Ineffective

Actions were ineffective - DFS declined -7.7 points. Action was ineffective in getting students closer to grade level as measured by average DFS.

EL Redesignation

Effective

The actions were effective - English Learner Progress Indicator increased 16.7%.from 38.9%. 55.6% demonstrating that students are improving at least one ELPI level.

Student Centered Real-World Learning Experiences

Effective

Actions were effective - students engaged in a variety of real world experiences throughout the year both onsite and offsite. No survey comparison exist due to the change in questions on the Student Climate and Culture Survey.

Student School Engagement

Effective

Actions were effective - students

Attendance

Effective

Action was effective - Based on the Weekly Attendance & Suspension Report – Week 26, Bakman's Chronic Absenteeism decreased -4.4%.

Recruitment and retention of staff

Effective

The action was Effective as the data from Spring 2025 Climate/Culture Staff Survey: School Environment Domain to Fall 2025 Climate/Culture Staff Survey School Environment Domain increased from 88% to 95%.
Staff Culture Domain was a new domain in Fall 2025, therefore there is no comparable data to determine its growth.

School Parental Engagement

Effective

The action was Effective as the data from Fall Climate & Culture family survey - percent favorable in family engagement domain increased from 95% to 98%.

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.

- Site will strengthen Tier 1 standards-aligned instruction, enhance PLC+ collaboration focused on data analysis, refine MTSS intervention systems, increase differentiated small-group instruction, expand academic discourse, and provide targeted support to address educational gaps based on students' needs.
- Site will implement a tiered system of instructional support to increase student achievement in ELA and EL status. An academic coach, literacy coach, and TSA will work with teachers in support of rigorous effective first teaching strategies so students will have access to high-quality instruction.
- Provide Grade-Level Standard-Based Instruction in all subjects.
- Implementation of UCL/Teacher Clarity:
 - Deconstruction of Standards
 - Learning Progression
 - Learning Goals
 - Criteria for Success
 - Aligned to standard tasks/assignments
 - Aligned to standard assessments
 - In the moment Tier 1 intervention that is responsive
 - Providing students with flexible means
- Use PLC+ process for PLC and Grade Level Planning
- Tier 2 Intervention based on students' needs utilizing data collected from site and district assessments.
- Utilize Office Assistant, Home School Liaison, Nurse, Tier 2 Specialist to strengthen attendance monitoring systems, increase family awareness of the importance of attendance, provide targeted supports to address family and health-related barriers, improve student engagement and school connectedness, and implement tiered attendance interventions through MTSS to support students who are disproportionately impacted by attendance challenges.
- Provide Professional Learning and differential learning for staff.

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

SSC:

- Increase the safety of school by looking at getting
- More cameras and fencing around the school.
- Safety of student drop off at arrival and departure
- Volunteers to support arrival and departure safety
- Tutoring during the After School Program

ELAC:

- Resources/supports important to parent/guardian of English Learner:
- Actions for Early Literacy Goal, Actions for Literacy Intervention Goal, Actions for English Learners
 - Tier 1: Training for Teachers
 - Tier 2: Regional paraprofessionals/Fellows
 - Tier 1 and 2: Literacy Coach/Academic Coach/TSA
 - Teacher to treat students good, have patience, and motivate student to attend school
 - Coaches to support student to learn with confidence.
 - Teacher are doing a good job.
 - Provide incentives and celebrations for students who attend school
 - Continue to follow up on chronic absent for absence justification.
 - Post attendance results for students to see.

Staff:

- Encourage parent meetings, teaching involvement from parents to help encourage homework completion from students, more community building activities, events, etc.
- Incentives for homework, discussions with students who are not completing homework and encourage positive feedback.
- Continue rewards (certificates, pizza, donut, etc.) for iReady goals and also apply this to SBAC scores.
- Continue push in from IFs,
- Implement Interactive Fellows or other push-in opportunities for math intervention and support.
- Implement teacher access to a color copier for academic materials WITHOUT pushback.
- Continue snacks for SBAC assessment and include iReady
- Return implementation of Reflex math as a fluency resource.
- Invite professionals to share and talk to students regarding various future careers.
- Implement more assemblies with real-world application, ie. motivational speakers, job connections, etc.
- Continue student leadership and allow for more clubs for students to join.
- Ensure Goal 2 field trips offered to grade levels are diverse instead of repetitive.
- Implement incentives for student attendance
- Implement after school activities and during school activities
- Implement school wide tickets/currency for students to earn and spend on prizes.
- Implement presence of admin during recess/lunch/sports/trips so students can connect with admin during "fun" opportunities.
- Encourage more culture experiences
- Implement regular classroom visits that are NOT tied to academics/academic feedback, more inter-grade level planning time to ensure teaching/expectations are aligned.
- Implement staff meetings with information/material that is engaging and directly applicable.



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

ELA/Literacy

Action Details

Literacy Intervention

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

- Tier 1 instruction will be planned using the California State Standards, district-adopted guaranteed and viable curriculum, Common Core Companions, Instructional Practice Guides and district guidance documents. Instruction will be aligned to the district and state assessments.
- During daily instruction, teachers will provide on-the-spot intervention for students needing more support.
- Classrooms will be collaborative spaces where all lessons will include opportunities for students to read, write, listen, and speak to peers to obtain and retain new knowledge.
- RTI will be provided daily in all classrooms to ensure students will receive small group time with their teachers and tutors to support learning at their level. During this time, students working at grade level and beyond will receive acceleration lessons, and students working at Tier 2 and Tier 3 will be provided with intervention lessons in a small group settings.
- Student Success Team (SST)
 - Students will be referred when they are not responding to Tier 1 and 2 interventions Students maybe referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions. Substitutes will be provided for classroom coverage during SST meetings
- Teachers and staff members on Climate and Culture Team, TST, ILT, and PLCs will be included in analyzing CFA/Interim/FIABs/Survey data as an ongoing basic process and problem solve actions to address student needs.

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

TSA will support teachers with daily designated ELD instruction at appropriate ELD levels. Newcomer EL students will receive appropriate language support for initial language development. EL interventions/supports will be provided for EL students.

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):

Direct Instructional Services to students will include:

Ongoing Instructional Services through multiple measures:

- District's adopted curriculum, Wonders will be utilized to provide instruction
- TSA instructional and EL support
- Academic Counseling
- Teachers will conduct goal setting/data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels.
- Substitute teacher coverage for teachers to attend grade-level planning and collaboration, professional learning training, peer walkthroughs, and conduct data chat with Admin, grades 3-6 will also use this time to design CAASPP readiness opportunities for students.
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Teachers will work with their PLC's to establish focus/essential standards and plan strategic spiral review opportunities for students based on assessment data.
- Teachers will ensure their classroom walls support the learning in the classroom with anchor charts and focus walls for ELA, math and writing. Learning targets in ELA and math will be posted.
- Writing will be used schoolwide to ensure consistency across grade levels with our schoolwide writing implementation.
- PLC's will share best practices and plan corrective instruction based on data.
- The coaches will provide PL on CAASPP Teacher Tools, IAB, FIAB to support teams in using the data to drive corrective instruction.
- TSA will support teachers with differentiating instruction for EL students and how to effectively group students to support Tier 2 in-class interventions.
- Teachers and students will establish attainable classroom and grade-level SMART goals.
- All teachers and students will develop a data wall to monitor student performance on iReady after each assessment administration.
- Materials and supplies will be purchased to support academic achievement.
- Students will have daily access to technology to learn, practice and apply language content in the context of online tasks and assessments. Technology accessories will be purchased as needed.
- Maintenance and technology repairs will be provided.
- Incentives will be provided to reward and celebrate students who have met typical/stretch growth and grade-level goals/targets.
- Students will have access to supplemental resources.
- Funds will be provided for equipment lease for copy machines to support instruction.
- Students in grade 3-6 will receive snacks during CAASPP administration.
- Students will engage with complex text and scaffolds and supports will be provided to meet each students' needs.
- Educational Leadership Foundation Tutors will be obtained to provide reading intervention support in RTI.
- Kindergarten students will receive push in RTI support from the paraprofessionals assigned to Kindergarten and will provide afterschool interventions.
- Kindergarten teachers will design RTI support based on their student's individual
- Teachers may receive extra pay contracts to provide afterschool tutoring support for students.
- Supplemental contracts will be provided for staff to coordinate academic clubs.
- Librarian will promote reading by organizing and planning reading events such as: student reading contests throughout the year.
- Promethium boards will be provided and maintained to improve the teaching and learning experience for students and teachers.
- Funds will be allocated for
 - new RTI curriculum if needed, RTI improvements such as but not limited to online assessments and curriculum
 - provided for professional learning
 - tutoring if needed.
 - for teachers if extra hours of PL are needed
 - teachers who stay past their duty day to assist in IEPs
 - sub coverage for teachers to attend SSTs/504s/IEPs
 - provided for sub coverage for teachers to attend Professional Learning, Planning days

- for administrative subs for leaders to attend professional learning opportunities
- acceleration support, supplies, and materials
- academic assemblies, incentives and reward parties and prizes.
- Graphics
- Office Equipment/Lease Ricoh
- Maintenance
- technology to support instruction if needed
- Professional Learning books
- Snacks for Assessment Windows
- Academic/Attendance Incentives

English Learner Students

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

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

Student Groups

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

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

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

- 1 TSA
- Materials and Supplies
- Student Engagement/Incentives

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

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

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

Family Engagement

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

Bakman parents are an integral part of ensuring student success in school and we are committed to providing high-quality learning opportunities for them to empower them to support their students. These sessions will include training on programs and curricula being utilized in the classroom such as Microsoft Teams, iReady, ELPAC, Wonders and GoMath. We will work with Parent University and English Learner Services Department to provide a training for our parents of students, on how parents can support students' academics and attendance. Two-way communication opportunities will also be offered regularly such as Family Engagement Hour and Parent-Teacher conferences, ELAC, SPSA planning and SSC to keep parents informed on school site changes, upcoming events and gather their input.

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

- Quarterly Awards Assemblies
- Field trip chaperones
- Classroom volunteers
- Back-to-School/Open House
- Family Nights
- Title I meetings
- SSC Meetings
- ELAC Meetings
- Talent Show
- Winter Program

- Music events (strings, choir, band)
- Parent Engagement Hours
- Fundraisers
- Parent Engagement Presentation
- Communicate events utilizing different media: Facebook, Bakman webpage, Marquis, Parent Square.
- Talent Show
- Athletic events
- Fund for Food for Parent Events
- Assemblies
- Fund for vendors
- Materials and Supplies
- Graphics
- Academic and Attendance Incentives

Professional Learning

Describe Professional Learning related to this action.

Teacher Clarity and UDL professional learning will continue in order to improve our support and meet student academic needs.

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.

-Classroom walk throughs utilizing the FUSD Instructional Practice Guide, CSTPs and site's observation tool measured by Admin.

-Provide immediate and actionable feedback for teachers to implement and improve practices.

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.

-District benchmarks, TK-FSA, FSA, mClass DIBELS, iReady Reading Diagnostic , SBAC, ELPAC

-FIABs/IABs assessments monitored by teachers and Admin

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.

-SBAC Results: decrease the distance from meeting standards in ELA from -60.2 pts to -43.7

Outcomes measured by Growth from distance from standard monitored by Admin and teachers.

-mClass DIBELS and iReady Reading Diagnostic 1 will be utilized to determine intervention groups for RTI monitored by teachers and Admin

-IAB's, FIAB's, CFAs data monitored by Admin and teachers

-iReady MyPath lessons monitored by teachers and Admin

-Phonics Survey, DIBELS and iReady Reading Diagnostic 2 will be used to monitor RTI 6 week cycle groupings

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

Math

Action Details

1. Bakman will implement a tiered system of instructional support to increase student achievement in Math. Coaches will work with teachers in support of daily Math instruction that allows all students access to grade level curriculum, which includes whole and small group differentiated instruction.
- Tier 1 instruction will be planned using the California State Standards, district-adopted guaranteed and viable curriculum, Common Core Companions, Instructional Practice Guides and district guidance documents. Instruction will be aligned to the district and state assessments.
 - During daily instruction teachers will adjust instruction as needed.
 - Classrooms will be collaborative spaces where all lessons will include opportunities for students to read, write, listen, and speak to peers to obtain and retain new knowledge.
 - Student Success Team (SST)
 - Students will be referred when they are not responding to Tier 1 and 2 interventions Students maybe referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions. Substitutes will be provided for classroom coverage during SST meetings
 - Teachers and staff members on Climate and Culture Team, TST, ILT, and PLCs will be included in analyzing CFA/Interim/FIABs/Survey/iReady data as an ongoing basic process and problem solve actions to address student needs.
 - Intervention as needed by classroom teachers.
 - Instructional math lessons focus on these components: a) Engaging students with grade-level problems , b) Mathematical Practices c) Provide opportunities for students to share, elaborate, justify and question their work.
 - PLCs will create, administer, and monitor formative assessments. PLCs will analyze and reflect on assessments to plan for next steps.
 - RTI in classrooms to support students based on needs: iReady Diagnostics and PLC/teacher created assessments.
 - Recognize students who have met typical and stretch growth.
 - All students and teachers will be engaged in goal setting throughout the year.
 - RSP and General Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments and goal setting.

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):

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

- Math Dept. PL, resources and supports
- Provide subs for Professional Learning
- Strategies and Practice for Skills and Facts Fluency

- Getting Ready for Smarter Balanced Assessment
- Chapter Performance Assessment Tasks Embedded in Scope and Sequence
- Critical Area Performance Assessment Tasks Embedded in Scope and Sequence
- Food/Snacks for Assessment Windows
- Utilize FUSD Math guidance document
- Daily iReady Math instruction (independent or small group)
- Create common formative assessments utilizing SBAC IABs
- Provide Math support for identified struggling students through MTSS
- Provide differentiated instruction based on student strengths/needs
- Utilize iReady diagnostics
- School Academic Coach focused on Math
- PL presented by Academic Coach/TSA
- TSA to provide instructional support for ELs
- Paraprofessional will provide math support in Kindergarten classes
- Provide for paper, journaling and writing supplies needed, website licenses, materials and supplies, etc.
- Parent-Teacher communication
- Needed Technology to support instructional program
- Fund for PL textbooks
- Fund for Subs for PL
- Fund for Subs for Grade Level Planning Days
- Fund supplemental resources.

English Learner Students

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

- Teachers will provide EL students with Designated and Integrated ELD to support improved language acquisition.
- Daily instruction will include high impact strategies, academic discourse, presentations, visual representations, and language frames.
- Teachers will monitor Ellevation data to monitor and track EL student progress to assess learning needs.
- EL student progress will be monitored after each assessment period (ELPAC/ iReady Diagnostics) to ensure that students are making adequate progress towards improving 1 EL level a year.
- TSA and Educational Leadership Foundation will provide additional support to EL students not yet reading on grade level.
- Targeted ELPAC support will be provided to EL students to prepare them for the ELPAC testing structure.
- Emphasis and focus on integrating the ELD Framework on a daily basis.
- EL students will also receive extra targeted instruction to support math in small group intervention as needed..
- Supplemental Math instructional supplies to support EL students as needed.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, district interim assessments, and site CFAs. Push in structures will be utilized for extra tutoring, either after school or during the day(as needed and funding allows).
- Math software program such as i-Ready and other program software can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.

- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for ELs who have learning disabilities.

Student Groups

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

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

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

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

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

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

Family Engagement

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

- Site will continue to host monthly Family Engagement hour to build the capacity of parents to support students.
- Site will continue to host Family Events that promotes Math
- Utilize Parent Square to communicate events

Professional Learning

Describe Professional Learning related to this action.

Professional learning on Teacher Clarity, UDL, Tier 1 and Tier 2 will continue in order to improve our support and meet student academic needs.

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.
- Reviewschool wide and grade level data and progress towards set goals
 - Analyze data related to student disproportionality
 - Analyze alignment of CFA data to district assessment data (iReady and SBAC, IABs/FIABs)
 - Utilize data trends to determine professional learning

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.
- Frequent data analysis (FSA, iReady, SBAC, IABs,CFAs)
 - Focus standards and instruction
 - Create and administer CFAs
 - Respond to results by reteaching or enrichment during intervention
 - All CFA and IAB data will be tracked for alignment with District/State assessments data

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.
- State,District, and CFAdata analysis
 - Classroom walk through data
 - IPG data and callibration
 - PLC meeting protocols and data
 - Site, Grade Level, and Student goal setting results

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

EL Redesignation

Action Details

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

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

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

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

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. Supplemental contracts for tutorings to do small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development. Supplemental contract as needed for RTI.

- 2. Supplemental contract for Common Core Planning to meet the needs of EL students.
- 3. Supplemental instructional supplies to meet the needs of the students.
- 4. Provide small group instruction for students utilizing district EL support resources to help students prior to assessments.
- 5. Data chats
- 6. Supplemental materials to support instruction, including technology with various vendors.
- 7. Sub release for instructional planning and side by side professional learning.
- 8. Parent participation materials

English Learner Students

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

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

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

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

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

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

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

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

4.As a site:What are plannedactions tosupport Englishlearner students?

Ongoing Services and Support through multiple measures:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMARTgoal and response plan
- Home-School Liaison will make home visits when necessaryto ensure ongoing communication with families and school.
- Educational Leadership Foundation tutors
- Public translating services
- TSA Support

Student Groups

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

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

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

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

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

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

Family Engagement

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

Providing clear communication, accessible workshops, individualized conferences, language supports, opportunities for advisory participation, and recognition of student success helps create inclusive opportunities for families to engage in and support the English Learner redesignation process.

Provide families with clear and accessible information about the English Learner redesignation criteria, including:

- English language proficiency requirements
- Academic performance expectations
- Teacher evaluation and parent consultation components

Provide family engagement hour that explain:

- The benefits of English Learner redesignation
- How students qualify for redesignation
- Strategies families can use at home to support reading, writing, and language development.

Offer Individualized Family Conferences (as needed or requested) to review:

- Student progress toward redesignation criteria
- Assessment results (e.g., English language proficiency and academic data)
- Specific strategies families can use to support their child’s learning at home.

Provide Translation and Interpretation Support

- Interpretation services during meetings and conferences
- Translated documents and communications

Engage Families Through EL Advisory Groups

- English Learner Advisory Committee (ELAC)
- Parent advisory groups focused on English Learner programs.

Celebrate Student Achievement

- Celebrate redesignated students during assemblies or recognition events
- Provide certificates or recognition letters to families.

Professional Learning

Describe Professional Learning related to this action.

School staff will participate in professional learning focused on understanding and supporting the redesignation process for English Learners (ELs). This training will build staff capacity to effectively support students in meeting the academic and language proficiency criteria required for redesignation and ensure staff are knowledgeable about the processes used to monitor student progress.

Professional learning will focus on the following areas:

- Understanding Redesignation Criteria and Processes

- Staff will receive training on the **criteria for English Learner redesignation**, including English language proficiency measures, academic performance indicators, teacher evaluation, and the role of parent consultation. This will ensure staff understand the requirements and procedures used to determine student eligibility for redesignation.
- Using Assessment Data to Support Student Progress
 - Staff will learn how to analyze and interpret English Learner assessment data and academic performance indicators to monitor student progress toward redesignation. This includes using assessment results to identify student needs and adjust instruction to support language development and academic achievement.
- Instructional Strategies to Support English Learners
 - Professional learning will provide teachers with effective instructional strategies that support both language development and access to grade-level content. This may include strategies such as academic language development, structured student discourse, scaffolding techniques, and integrating language objectives within content instruction.
- Monitoring and Supporting Redesignated Students
 - Staff will receive guidance on monitoring the progress of recently redesignated students to ensure they continue to succeed academically after exiting English Learner services.
- Strengthening Collaboration and Communication
 - Staff will engage in collaborative discussions on how to support English Learners through PLCs, MTSS structures, and family communication, ensuring a coordinated approach to helping students meet redesignation criteria.

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.

- PLC created Common Formative Assessments

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.

- Interim Assessments (iReady, IABs, FIABs, TK-KAIG, FSA)
- Ellevation Monitoring
- District interim, I-Ready diagnostic, and interim assessments will showan increase in student growth and grade level measurements throughout the year.
- 55% of all EL students will meet their stretch growth in the I-Ready as measured by administration and teachers.

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.

- SBAC
- ELPAC
- 20% of EL students will redesignate by the end of the year as measured by Ellevation by TSA and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Tutors. Also supports A1G2.	85,023.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement/Materials/Supplies *No Food or Incentives*	2,607.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7030	Also supports A1G2, A1G3, A2G1, A2G2 **Budget lines for personnel include salaries and related benefits	122,070.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also use for G1A2 **Budget lines for personnel include salaries and related benefits	23,874.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for students/staff including food for students and staff meeting.	23,442.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non Capitalize Equipment	10,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference for Professional Learning	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Schoolwide Maintenance: G1A1-G1A3 and G2A1-A3	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Edulution : Use Edulution for Professional Learning and other vendors to be determined at a later time.	2,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics G1A1-G1G3 and G2A1-G2A3	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Substitute **Budget lines for personnel include salaries and related benefits	5,372.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			RICOH Lease Also supports G1A1-G1A3 and G2A1-G2A3.	25,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Meetings, Communications, Engagement, Food, Incentives, etc.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2970	Also supports A1G2, A1G3, A2G1, A2G2 **Budget lines for personnel include salaries and related benefits	51,572.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies G1A1-3, G2A1-G2A2	5,008.00

\$371,468.00

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

Attendance

Action Details

Attendance:

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

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):

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

Supplies to include but not limited to:

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

English Learner Students

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

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

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

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

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

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

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

Student Groups

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

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

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

- 1 TSA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen
- Write Tools District

- EL Resources
- Educational Leadership Foundation to provide push-in during RTI
- Interpreters for parent meeting parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

Student with Disabilities (SWD):

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

LongTermEnglishLearner (LTEL):

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

EnglishLearner (EL):

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

AfricanAmerican(AA):

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

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

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

Family Engagement

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

To support improved student attendance, the school will provide inclusive and accessible opportunities for families to engage in attendance awareness and support efforts. These opportunities will strengthen communication between the school and families while addressing potential barriers that may impact consistent student attendance.

- Clear and Ongoing Communication with Families
 - The school will provide regular communication to families about the importance of daily attendance, including how chronic absenteeism affects student learning and academic success. Information will be shared through newsletters, phone calls, text messages, the school website, and social media. Materials will be provided in families' home languages to ensure accessibility.
- Parent Workshops and Informational Sessions

- The school will offer family workshops and informational sessions focused on attendance awareness.
- These sessions will help families understand:
 - What qualifies as chronic absenteeism
 - The impact of missed instructional time on student achievement
 - Strategies families can use to support consistent attendance.
- Individual Outreach and Family Conferences
 - Staff will conduct personalized outreach and conferences with families of students experiencing attendance challenges. These conversations will focus on identifying barriers to attendance and collaborating with families to develop solutions and support plans.
- School Events that Promote Engagement and Belonging
 - The school will provide family-centered events and activities that encourage families to feel connected to the school community. Events such as family literacy nights, student recognition assemblies, and community gatherings.
- Recognition and Incentives for Positive Attendance
 - The school will recognize and celebrate students and families who demonstrate strong attendance or improved attendance through certificates, announcements, and recognition events. Celebrating attendance achievements helps promote a positive school culture and encourages continued family engagement.
- Collaboration with Community Resources
 - The school will work with community partners and support services to help families address barriers to attendance such as transportation, health needs, or housing instability. Connecting families with resources can help remove obstacles that prevent students from attending school consistently.

Professional Learning

Describe Professional Learning related to this action.

School staff will participate in professional learning focused on strengthening attendance practices and reducing chronic absenteeism. This training will build staff capacity to understand the impact of attendance on student achievement and implement strategies that support consistent student attendance.

- Understanding Attendance Data and Chronic Absenteeism
 - Staff will receive training on how to analyze attendance data and identify patterns of chronic absenteeism. This includes understanding early warning signs, reviewing attendance reports, and using data to identify students who may need additional support.
- Implementing Tiered Attendance Supports Through MTSS
 - Staff will learn how to implement tiered attendance interventions within the MTSS framework, including:
 - Tier 1: Schoolwide strategies that promote positive attendance and establish clear expectations.
 - Tier 2: Targeted outreach and support for students with emerging attendance concerns.
 - Tier 3: Intensive, individualized supports for students experiencing chronic absenteeism.
- Strengthening Family Communication and Outreach
 - Professional learning will include strategies for effective and culturally responsive communication with families regarding attendance. Staff will learn how to conduct supportive conversations with families, identify potential barriers to attendance, and collaborate with families to develop solutions.
- Building Positive School Climate and Student Engagement
 - Staff will explore strategies to increase student engagement and school connectedness, including creating welcoming classroom environments, recognizing positive attendance, and building strong relationships with students and families.
- Addressing Barriers to Attendance

◦ Staff will receive guidance on identifying and responding to common barriers to attendance, such as health concerns, transportation challenges, and family responsibilities. Staff will also learn how to connect families with school and community resources that support consistent attendance.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

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. • Incentives are communicated to students and families for attendance. • Students will feel more connected on campus through clubs and athletics. This will be measured by Atlas engagements.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • TST system to progress monitor student attendance data in meetings. Identified chronically absent students will then be given interventions and incentive to increase student attendance. Monthly attendance data compared to previous year to measure progress by TST from Atlas data.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students who were not otherwise at school are attending school regularly. ADA will be above 95% as measured byAtlas byTST.

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

Student Engagement

Action Details

Health & Wellness

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

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

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):

- Materials and supplies
- Order Posters/Certificates, etc. through Graphics Department
- Fund for off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for trophies, medals, certificates, bracelets, etc.
- Fund for materials and supplies
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Materials & Supplies for Family various Family Events.
- Fund for food for various school student activities
- Partner with Bakman Water Company for annual Student-Only carnival
- Partner with Corporation/Local Businesses
- Study Trips for each grade level through Goal 2 funding
- Fund for technology

- Fund for Graphics
- Fund for Direct Maintenance
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Academic Incentives
- Transportation (field trips)
- Regular practice of Classroom Circles
- Implementation of Restorative Practices
- Restorative Discipline: which includes schoolwide use of regulation/cool-down and student reflection protocols, restorative conferences/circles, conflict mediation and re-entry circles (post-suspension).
- Classroom Management Plan to address all Tier 1 Climate & Culture/SEL elements.
- Students will receive quarterly Expectations Assemblies and safety presentation

English Learner Students

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

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

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

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

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

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

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

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

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

- *With 7090 or 7091 funds we plan to support English learner students by...*
- Funding for entry or related fees to off-site engagement activities
- Funding for trophies, medals, certificates, bracelets, etc.
- Funding for materials and supplies
- Food/Snacks for Assessment Windows
- Attendance Incentives

- Student incentives
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Fund for Materials & Supplies for Literacy Night, Family Night, Family Dance, Movie Night, Science Night Activities, Pastries with Parents, various Family Events.
- Fund for food for various school student activities
- Funds for Transportation
- Recruit student to participate in extracurricular activities.

Student Groups

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

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

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

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

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

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

Fundraising events and family engagement nights will be held.

Family Engagement

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

To strengthen student engagement and academic success, the school will provide opportunities for families to actively participate in their child’s educational experience and school community. These opportunities will help build strong partnerships between families and the school while fostering a sense of belonging for students and their families.

- Family Workshops
- School Events /Activities
- Opportunities for Family Voice and Input
- Strong School–Family Communication
- Volunteer and Leadership Opportunities
- Celebrating Student Achievement

Professional Learning

Describe Professional Learning related to this action.

Through these professional learning opportunities, staff will strengthen their ability to support the whole child by integrating SEL practices, increasing student engagement, and promoting positive school climate and wellness. These efforts will support improved outcomes for low-performing student groups while advancing district goals related to Life Skills and Health & Wellness.

- Professional Learning Supporting Effective Instruction and Social-Emotional Well-Being (The Whole Child)
 - School staff will participate in evidence-based professional learning opportunities designed to support effective instruction and promote the social-emotional well-being and engagement of all students. These learning opportunities will focus on implementing strategies that address the needs of low-performing and historically underserved student groups, ensuring that students are supported academically, socially, and emotionally in alignment with the district’s goals related to Life Skills and Health & Wellness.
- Social-Emotional Learning (SEL) and Whole Child Development
 - Staff will receive professional learning on evidence-based Social-Emotional Learning (SEL) practices that support students in developing key life skills such as self-awareness, self-management, responsible decision-making, relationship-building, and resilience. Training will focus on integrating SEL practices into daily classroom routines and instruction to create supportive and inclusive learning environments.
- Student Engagement and Relationship-Building Strategies
 - Professional learning will focus on strategies that increase student engagement and connectedness, including building positive relationships with students, creating welcoming classroom environments, and implementing instructional practices that promote active participation. Staff will learn strategies that support student voice, collaboration, and meaningful learning experiences, particularly for students who may be disengaged or performing below grade level.
- Positive Behavior Supports and Restorative Practices

- Professional learning will include strategies related to positive behavior supports and restorative practices that promote a positive school climate and help students develop social skills and accountability. These approaches support students in building healthy relationships, managing conflict, and contributing positively to the school community.
- Collaboration and Data-Informed Student Supports
 - Staff will engage in collaborative discussions through PLCs and MTSS structures to review data related to student engagement, behavior, and well-being. These discussions will help staff identify students in need of additional support and develop targeted strategies to address both academic and social-emotional needs.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

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. • ADA will be at 95%.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • In the Fall Climate and Culture Survey 88% of students surveyed will report favorably on the Student Engagement Domain.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. In the Fall Climate and Culture Survey 90% of students surveyed will report favorably on the Student Engagement Domain.

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

Prop 28

Action Details

Life Skills

Bakman Elementary will implement an Art Education Program aligned to improving student outcomes in English Language Arts, Mathematics, attendance, and student engagement through a coordinated system of high-quality Tier 1 instruction, data-driven collaboration, and tiered supports taught by Certificated teacher. Art Teacher will engage in Professional Learning Communities (PLCs) to analyze common formative assessment data, i-Ready diagnostics, and SBAC-aligned tasks to identify learning gaps and plan targeted instruction and interventions to integrate grade-level standards. Additionally, the school will expand family engagement opportunities and enrichment experiences supported through California’s Proposition 28 funding to promote student engagement, creativity, and overall well-being while supporting academic growth. Funds will also be allocated for training, supplies and materials, and arts educational partnership programs.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

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):

Program Implementation

- Bakman Elementary will implement a standards-aligned Art Education Program taught by a certificated Art Teacher to support student engagement and reinforce learning in English Language Arts and Mathematics.
- Instruction will be provided to all students as part of Tier 1 core instruction, ensuring equitable access to arts education and creative learning opportunities.

Instructional Focus

- Art instruction will integrate visual arts standards with literacy, critical thinking, creativity, and problem-solving.
- Students will apply reading, writing, and communication skills through artistic expression, reflection, and presentation of their work.
- Lessons will incorporate opportunities for student collaboration, academic discourse, and creative problem-solving.

MTSS Alignment

- Tier 1: All students receive high-quality arts instruction that promotes engagement, creativity, and connection to core academic standards.
- Tier 2: The art program will provide additional engagement opportunities for students who may benefit from increased connection to school, including students experiencing attendance challenges or disengagement.
- Tier 3: Collaboration with staff to support students who may benefit from social-emotional expression through art and increased connection to school programs.

Collaboration and Data Use

- The Art Teacher will participate in Professional Learning Communities (PLCs) with grade-level teams.
- PLC collaboration will include reviewing Common Formative Assessments, i-Ready diagnostics, and SBAC-aligned data to support integration of grade-level academic standards in art-based learning experiences.

Materials and Supplies

- Funds will support arts curriculum resources and instructional materials, including:
 - Drawing and painting materials
 - Sculpture and mixed-media supplies
 - Visual arts tools and classroom equipment
 - Digital art and design resources
 - Materials will ensure students have access to high-quality visual arts instruction and creative learning experiences.

Professional Learning

- Funding will support professional learning opportunities for the Art Teacher and staff focused on:
 - Standards-based arts instruction
 - Integration of arts with core academic subjects
 - Student engagement and creative learning strategies.
 - GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Arts Educational Partnerships

- The school will collaborate with arts education partners and community organizations to provide enrichment experiences, workshops, and exposure to diverse artistic practices.

Family Engagement Opportunities

- The program will include family engagement events such as:
 - Student art showcases and exhibitions
 - Family art nights
 - Community arts events celebrating student creativity.

Program Outcomes

- Increase student engagement and school connectedness.
- Support academic growth in ELA and Math through integrated arts learning.
- Promote student creativity, collaboration, and social-emotional well-being.
- Strengthen family engagement and community connections through arts programming supported by California Proposition 28 funding.

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.

Bakman Elementary provides a comprehensive program to support the academic and language development of all English Learners, including newcomer students, Long-Term English Learners (LTELs), and students who have been reclassified. The site implements a structured English Learner Plan aligned to the California English Language Development (CA ELD) Standards, ensuring that students receive both Designated and Integrated English Language Development (ELD) instruction to support language acquisition and access to grade-level content.

Integrated and Designated ELD

- Integrated ELD: Teachers provide integrated ELD during core instruction, embedding language development opportunities within content areas such as English Language Arts, Mathematics, Science, and Social Studies. Teachers use evidence-based strategies including academic discourse, structured student talk, vocabulary development, sentence frames, and scaffolding techniques to support English Learners' comprehension and participation in rigorous grade-level instruction.
- Designated ELD: English Learners receive daily designated ELD instruction focused on explicit language development aligned to the CA ELD Standards. Instruction targets listening, speaking, reading, and writing skills to accelerate English language proficiency and support academic achievement.

Targeted Strategies to Support English Learners

- To improve outcomes for EL students, the school implements the following evidence-based strategies and interventions:
 - Small-group instruction and differentiated support to address specific language and literacy needs.
 - Explicit vocabulary instruction and academic language development to support comprehension of grade-level texts.
 - Structured academic discourse strategies that encourage students to practice language through speaking, listening, and collaborative learning.
 - Use of formative assessments and language proficiency data to monitor student progress and adjust instruction.
 - Writing from sources and close reading strategies to support English Learners in accessing complex texts.

Supports for Specific EL Student Groups

- Newcomer Students: Newcomers receive targeted support to develop foundational English language skills, including additional scaffolding, visual supports, and structured language practice to help them access grade-level content.
- Long-Term English Learners (LTELs): LTEL students receive targeted language development instruction that focuses on academic vocabulary, reading comprehension, and writing skills to support progress toward English proficiency and academic success.
- Reclassified Students: Students who have been reclassified as Fluent English Proficient (RFEP) are monitored for academic progress and provided with continued support as needed to ensure sustained success in grade-level instruction.

Use of Data and Collaboration

- Teachers collaborate through Professional Learning Communities (PLCs) to analyze English Learner progress data, formative assessments, and language proficiency results in order to identify student needs and plan targeted instruction and interventions. The school also utilizes MTSS structures to provide additional academic and language supports for students who require further assistance.

District-Level Supports

- The site works in collaboration with the district to access professional learning, instructional resources, and guidance related to English Learner programs and ELD implementation. District support includes training on CA ELD Standards, integrated and designated ELD practices, and strategies for supporting multilingual learners. Additionally, district staff provide guidance on monitoring English Learner progress, redesignation criteria, and effective instructional practices.

Use of Site Funds and Resources

- Site funds are used to support supplemental instructional materials, professional learning, and targeted interventions that strengthen English language development and academic achievement for EL students. These resources help ensure that English Learners have equitable access to rigorous instruction, language development opportunities, and the supports needed to meet grade-level standards and progress toward English language proficiency.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

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

Student Art Showcases and Exhibitions

- Host schoolwide art showcases and gallery-style exhibitions where families can view and celebrate student artwork.
- Provide opportunities for students to present and explain their artwork, strengthening student voice and confidence.

Family Art Nights

- Organize family art nights and hands-on workshops where families and students participate in art activities together.
- Encourage families to engage in creative learning experiences that support student engagement and well-being.

Accessible Communication with Families

- Share information about the art program, events, and student achievements through digital communication and school announcements.
- Provide translated materials and communication to ensure equitable access for multilingual families.

Community and Arts Partnerships

- Partner with local artists, arts organizations, and community groups to provide additional art experiences and enrichment opportunities.
- Invite community members to participate in art demonstrations, workshops, or exhibitions.

Student Leadership Opportunities

- Provide opportunities for students to serve as student guides during art showcases or events.
- Encourage students to reflect on and discuss their creative process with families and community members.

Family Participation in School Events

- Invite families to participate in school events that highlight student creativity and engagement, strengthening family–school connections.

Program Outcomes

- Increase family engagement and participation in school activities.
- Strengthen student engagement, creativity, and school connectedness.

- Promote appreciation for arts education and cultural diversity within the school community.

Professional Learning

Describe Professional Learning related to this action.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

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.

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in art-based learning.
- Measured by: teacher observations, attendance, and student surveys
- Monitored by: site administrator

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate and follow multi-step directions
- Measured by: teacher observations, reduction in redirections or behavior incidents
- Monitored by: art teacher, classroom teachers, site admin

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.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- Measured by: school climate surveys, student attendance, and family engagement data
- Monitored by: site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Student Incenti			Attendance Student Incentives	2,000.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			After School Tutoring/Engagements **Budget lines for personnel include salaries and related benefits	12,270.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation for student study trips	5,000.00

\$19,270.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0535 Bakman Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0535	1110	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : Tutors. Also supports A1G2.	85,023.00
060	3010	0535	1110	2495	4300	Mat & Supp					G1A1	Parent Engagement/Materials/Supplies *No Food or Incentives*	2,607.00
030	7090	0535	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Andrade, Meagan	0.7030	G1A1	Also supports A1G2, A1G3, A2G1, A2G2 **Budget lines for personnel include salaries and related benefits	122,070.00
030	7090	0535	1110	1000	1120	Teacher-Subs					G1A1	Also use for G1A2 **Budget lines for personnel include salaries and related benefits	23,874.00
030	7090	0535	1110	1000	1160	Teacher-Supp					G2A2	After School Tutoring/Engagements **Budget lines for personnel include salaries and related benefits	12,270.00
030	7090	0535	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies for students/staff including food for students and staff meeting.	23,442.00
030	7090	0535	1110	1000	4400	Nc-Equipment					G1A1	Non Capitalize Equipment	10,000.00
030	7090	0535	1110	1000	5221	Travel					G1A1	Travel/Conference for Professional Learning	10,000.00
030	7090	0535	1110	1000	5721	Direct Trans					G2A2	Transportation for student study trips	5,000.00
030	7090	0535	1110	1000	5723	Direct-Maint					G1A1	Schoolwide Maintainance: G1A1-G1A3 and G2A1-A3	2,000.00
030	7090	0535	1110	1000	5899	Cons Svc/Oth					G1A1	Edulution : Use Edulution for Professional Learning and other vendors to be determined at a later time.	2,500.00
030	7090	0535	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics G1A1-G1G3 and G2A1-G2A3	2,000.00
030	7090	0535	1110	2100	1320	Crt Supr-Sub					G1A1	Admin Substitute **Budget lines for personnel include salaries and related benefits	5,372.00
030	7090	0535	1110	2100	5631	Off Eq Lease					G1A1	RICOH Lease Also supports G1A1-G1A3 and G2A1-G2A3.	25,000.00
030	7090	0535	1110	2495	4300	Mat & Supp					G1A1	Parent Meetings, Communications, Engagement, Food, Incentives, etc.	1,000.00
030	7090	0535	1110	3130	4301	Student Incenti					G2A1	Attendance Student Incentives	2,000.00
030	7091	0535	4760	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Andrade, Meagan	0.2970	G1A1	Also supports A1G2, A1G3, A2G1, A2G2 **Budget lines for personnel include salaries and related benefits	51,572.00
030	7091	0535	4760	1000	4300	Mat & Supp					G1A3	Materials & Supplies G1A1-3, G2A1-G2A2	5,008.00

\$390,738.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$87,630.00
Sup & Conc	7090	\$246,528.00
LCFF: EL	7091	\$56,580.00
Grand Total		\$390,738.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$371,468.00
G2 - The Whole Child (SEL and Engagement)	\$19,270.00
Grand Total	\$390,738.00