

**Bakman Elementary**

106216601081001

Principal's Name: **Melissa Jones**

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**



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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Melissa Jones</b>	X				
2. <b>Chairperson – Yee Chang</b>				X	
3. <b>Rochelle Cantu</b>				X	
4. <b>Juana Gonzales</b>				X	
5. <b>Blanca Robledo</b>				X	
6. <b>Marisa Arevalo</b>				X	
7. <b>Erika Kingsby</b>			X		
8. <b>Dennis Carter</b>		X			
9. <b>Mia Zavorek</b>		X			
10. <b>Kelli Miller</b>		X			
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Melissa Jones		3/20/18
SSC Chairperson	Yee Chang		3/20/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Bakman - 0535

**ON-SITE ALLOCATION**

3010	Title I	\$64,005 *
7090	LCFF Supplemental & Concentration	\$252,819
7091	LCFF for English Learners	\$88,773
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$405,597</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,506
Remaining Title I funds are at the discretion of the School Site Council	\$62,499
Total Title I Allocation	\$64,005

## Bakman Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	9.544	16.544
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	17.778	24.778
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.732	21.732

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

17.778% met or exceeded GLS

Lead teachers attended the Sunnyside Regional Learning by Doing trainings.

Lead teachers attended the Regional writing trainings and shared learnings with grade-level colleagues.

Implement Common Regional Writing Assignments

ILT met with administration monthly to discuss ELA, in particular, Write to Sources, following the "instructional Path" and teaching the 3 selections on a weekly basis.

Buy Back (November and February) PL focused on implementing writing through the 3 selections and Write to Sources.

ACs developed CFA, analyzed data and planned for re-teaching.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

14.732% met or exceeded GLS.

#### Math PL

Math department coaches provided site with 3 Professional Learning focusing on the 3 aspects of rigor; conceptual understanding, procedural skill and fluency, and application.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Responding to CFA students in a timely manner- "What will we do if students don't get it"? "What will we do if they already got it"?

Understanding data and responding to it in a timely manner.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Understand data and responding to it in a timely manner.

Responding to CFA students in a timely manner- "What will we do if students don't get it"? and "What will we do if they already got it"?

#### EL Reclassification Rate (All grade levels)

Understanding ELD standards & data and responding to it.

Differentiating instruction/questions based on ELD level.

Teachers were learning Wonders -as a new curriculum, its designated and integrated ELD components to implement them with their EL students. EL Services has provided support via PLs better understand how:

- Wonders support students at the different ELD levels
- Designated vs Integrated ELD instruction
- Embed EL scaffolds and supports across curriculum

Math coaches provided grade-level specific support during AC time.

5th grade team visited and observed math lessons at Homan and Winchell.

Math coaches demonstrated lessons.

Math Department manager, Principal and Vice Principal conducted classroom observations focused on math.

Staff implemented use of Common Core Companion-Math specifically the "Common Misconceptions" sections.

Staff utilized the Scope and Sequence & Quarter Planner and its resources.

**EL Reclassification Rate (All grade levels)**

9.54% reclassification rate.

English Learner Services department provided 3 Professional Learnings, focused on

- integrated ELD
- ELA/ELD framework & Wonders-alignment of standards
- Wonders and the Write to Sources
- EL Scaffolds
- ELD framework, Part I; Interacting in Meaningful Ways and Part II; How English Works

Staff implemented Common Core Companion strategies for English Learners in ELA and Math.

Staff implemented the "Academic Language Support" from the math Quarterly Planner.

Utilized the EL Redesignation Goal Setting Atlas report.



**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Scores are low and are of concern for SSC parents, school staff and others. Some SSC members suggested;

- professional conference opportunities to improve teacher efficacy.
- Inviting community partners to help/volunteer in the classroom
- encourage more staff members to tutor students needing extra support through supplemental contracts

**2** ELAC:

Referred to SSC

**3** Staff:

- Will make phone calls to remind parents to ensure homework is completed and returned.
- Will discuss students' assessment results during Parent/Teacher conferences, and recommend students read at home on a daily basis.
- Teachers will provide parents with strategies to support children at home.
- Teachers will tutor students requiring extra support, before and after school.
- Teachers will have students take SBAC practice tests.
- ACs will monitor and analyze data
- ACs will plan for CFAs, and provide differentiated



instruction to identified students.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Funded for Student Planners for 3rd-6th graders to communicate with parents on a daily basis (assignments, tests, behaviors).- This was very effective in home/school communication as our parent survey shows a 96% favorable response on communicating in different ways. We will continue this action for grades 3-6.

Funded for Nicky's folders (K-2nd) to communicate with parents on a daily basis (assignments, tests, behaviors). We will also continue using Nicky's folders for K-2 communication based upon our 96% favorable response on communicating in different ways from our parent survey.

Funded for Parent/teacher conference translators- 97% of parents feel we communicate using their home language verbally and written. Based upon this, we will continue to fund this.

Funded for Resource Counseling Assistant- Organization and communication with Cub House is up 100%. We will continue to grow this program along with our SEL supports using MTSS.

Provide parents with information regarding accessing SBAC practice tests online- This was not utilized effectively. The actions did not produce the intended effects. Student assessment results did not meet standards. We will do this, but will also provide 3-6 grades with a targeted "Testing Prep" time in the cafeteria utilizing practice tests. Teachers will do so within the classroom setting as well.

Provide list of ela/math websites to use at home to practice math skills.- The use of online resources is up as evident from the number of teachers using them for CFA's as reported in grade level AC notes.

For 2018-2019,

We will continue funding for

- Student Planners,
- Nicky's Folders,
- Translators

We will continue,

- Sending out monthly newsletters, messenger messages, Facebook/twitter/remind messages for families for event reminders.
- Reminding parents to check their child's planner and/or Nicky's folder.
- Adding reminders in the monthly newflash, to ensure assignments are complete, and to increase parental involvement & communication between parents and school.
- RCA part time to redirect students so they can be present during classroom teaching.
- Online SBAC Practice tests shared to take at home, during test prep and in the classroom
- Sharing and using online ELA/Math websites to help students practice learned skills using technology at home and school.

**Action 1**

**Title:** Students Meeting or Exceeding Math GL Standards

[Action Details:](#)

Bakman will continue to deliver a comprehensive math instruction program to all students ensuring instruction is aligned to CCSS and are meeting or exceeding standards in the CAASPP. Teachers will receive feedback via the IPG.

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

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

- Analyze SBAC Math results and plan for instruction (Aug/Sept. 2018)
- Analyze Interim Math results and plan for instruction. (Fall/Spring Semesters) Increase of 7%
- Implement formative assessments, and analyze results within CFAs (One Per Math Chapter)
- Administration will continue to use the Instructional Practice Walks Math tool during classroom walkthroughs (Weekly)

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

Daily Go-Math instruction to K-6<sup>th</sup> grade students

Create common formative assessments utilizing Illuminate test bank for data and practice

Provide Math support for identified struggling students through RTI-MTSS

Provide differentiated instruction based on student strengths/needs

IA will provide math support in Kindergarten classes

Provide for paper, journaling and writing supplies needed, website licenses, materials and supplies, etc. 7090-7091-3010

Planners for grades 3-6 (Global Date Books) 3010

Needed Technology to support instructional program 3010-7090-7091

Grade Level Planning Days-Subs 7090

SST/IEP meetings-Subs -7090

.49 FTE Teacher on Special Assignment (7090/7091)

Teacher Supplemental Salaries (tutoring, etc.) 7090

Provide for Direct Maintenance-7090

Provide for Direct Graphics-7090

Provide for Office Equipment Lease-Ricoh -7090

.40 FTE School Psychologist to organize MTSS 7090-7091

**Tier I**

Implement Universal Design strategies/scaffolds for all students in the classroom. All students will receive high quality instruction and supports designed and differentiated aligned to state standards. Teachers will utilize "Think Smarter" and "Go Deeper" problems.

**Tier II**

Based on assessment data, instruction/interventions, in addition to Tier I, will be delivered in small groups focusing on identified student needs. Hold SST meetings to determine need and supports.

**Tier III**

Provide more targeted/focused instruction and supplemental supports in addition to Tier I and Tier II that is intensive and individualized.

**Owner(s):**

Principal

Vice principal

TSA

Teachers

**Timeline:**

Quarterly Check-in's with each Grade Level Lead

**Specify enhanced services for EL students:**

Implement EL strategies from Common Core Companion.

Check for understanding asking questions based on students language proficiency level.

**For Listening;**

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

**For Reading:**

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

**For Speaking**

- Allow extra time to give students the opportunity to process information
- Ask students to paraphrase information
- Have students cluster vocabulary related to a topic

**For Writing**

- Have students illustrate and label objects and diagrams
- Model writing through the language experience approach
- Use "Read Around Groups" so students will have an opportunity to listen to exemplary models of writing
- Encourage the use of academic vocabulary

- Hold SSTs to discuss concerns.
- Establish learning objectives
- Seek out and implement Coach supports
- Maintain communication with parents
- Monitor student progress
- Complete SPED referral process (if necessary)

**Explain the actions for Parent Involvement (required by Title I):**

Report CAASPP results to parents during Parent Conferences/SSC/ELAC  
Report Interim CFA Math results to parents during Parent Conferences/SSC/ELAC  
Provide parents with information regarding accessing SBAC practice tests online Provide list of math websites to use at home to practice math skills  
Provide parents with math strategies to use/implement at home through Parent Nights  
Provide materials and supplies for Parent Participation  
Parent Portal Edutext

**Actions for Parent Involvement:**

- Encourage SSC/ELAC participation/membership
- Encourage parents to volunteer to support children
- Collaborate with community partners for provide student and family supports
- Support parents in governance, advisory and advocacy roles

**Describe Professional Learning related to this action:**

Math Coaches to present PL to entire site around the 5 E's and the Mathematical Shifts  
Individual math coaches work with individual grade levels  
Observe grade level colleagues teach a lesson  
Visit another site to observe highly effective teachers conduct math lessons

**Action 2**

**Title:** Students will meet GL standards in Reading & Writing

**Action Details:**

Bakman will implement a strategic Multi-Tiered System of Supports (MTSS) that will improve students reading on grade level by professional development, RtI structures, DIBELS assessments, BPST assessments and additional support in the classrooms. Bakman will also continue to work on the Sunnyside regional focus on **Integrated Literacy** through professional development and collaboration within the region.

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

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

DIBLES and BPST Assessments 3 times a year (Fall/Winter/Spring) K-3

STAR Testing 3 times a year (Fall/Winter/Spring) 1-6

DRP 2 times a year (Fall/Spring) Grades 2-6

Illuminate Testing (Fall/Winter) Grades 1-6

BAS Assessment (Fall/Spring) K-1

KAIG (Fall/Winter/Spring) Kindergarten

Ongoing Teacher Formative Assessments (CFA's)

Common Writing Assignments within the Region (2 and 4 Quarter)

Provide feedback utilizing the IPG

IPG-Focus on Tenets 1, 2 and 3.

**Tier I**

Implement Universal Design strategies/scaffolds for all students in the classroom. All students will receive high quality instruction and supports designed and differentiated aligned to state standards. Utilize the three base components in Wonders (3 Stories, Close Reading Companion and Write to Sources)

**Tier II**

Based on assessment data, instruction/interventions, in addition to Tier I, will be delivered in small groups focusing on identified student needs. Hold SST meetings to determine need and supports.

**Tier III**

Provide more targeted/focused instruction and supplemental supports in addition to Tier I and Tier II that is intensive and individualized.

- CTs to provide instruction to students based on Dibels' results.
- Hold SSTs to discuss concerns.
- Establish learning objectives
- Seek out and implement Coach supports
- Maintain communication with parents
- Monitor student progress
- Complete SPED referral process (if necessary)
- Wonderworks

Owner(s):

Teachers,

Administrators,

Sunnyside Region,

Coaches and Support Staff

Parents

TSA

Psychologist

Timeline:

Quarterly check-in's with Lead Teachers

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

Learning Lab intervention for neediest students according to multiple data sources including

Specify enhanced services for EL students:

Consistent analysis of English Learner students' academic performance data

Consistent analysis of English Learner students' performance during Common Core Reading instruction

DIBLES/BPST/STAR, etc. (3 CT's in Lab plus 2 Teaching Fellows)

**Provide;**

3 Certificated Tutors -7090-7091

Teacher on Special Assignment -(7090/7091).

School Psychologist -7090-7091

Teacher Supplemental Salaries (tutoring, etc.) 7090

Grade Level Planning Days-Subs 7090

SST/IEP meetings-Subs -7090

Provide for paper, journaling and writing supplies needed, website licenses (Starfall, Star 360), materials and supplies, etc. 7090-7091-3010

Technology to support instructional program 3010-7090-7091

Direct Maintenance-7090

Direct Graphics-7090

Office Equipment Lease-Ricoh -7090

and ELD.

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

ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students

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

Data Sharing with all stakeholders at all Reclassification windows

EL Student Progress Data will be analyzed in AC's to coincide with ELPAC and DRP testing results.

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

English Learners will be provided with designated instruction at a minimum of 30 minutes daily.

Instruction will be based on Wonders curriculum for EL students at their individual levels according to

ELPAC. Any recommendations from FUSD English Language Learner Services Department

Focus on "Part 2" of ELD standards

Identify "At Risk and LTELLs" and monitor progress

MTSS Implementation

**For Listening;**

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

**For Reading:**

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

**For Speaking**

- Allow extra time to give students the opportunity to process information
- Ask students to paraphrase information
- Have students cluster vocabulary related to a topic

**For Writing**

- Have students illustrate and label objects and diagrams
- Model writing through the language experience approach
- Use "Read Around Groups" so students will have an opportunity
- to listen to exemplary models of writing
- Encourage the use of academic vocabulary

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Each teacher will communicate student reading levels through each report card period.  
STAR scores will be communicated with parents.  
Interim results will be communicated to parents.  
Student growth in reading skills will be communicated each report card period.  
Provide materials and supplies for Parent Participation  
Parent Portal  
Edutext  
MTSS Implementation  
Babysitting provided for Meetings

[Describe Professional Learning related to this action:](#)

Regional Trainings  
2 Buy Back Days  
Conferences/Travel  
AC Collaboration  
Foundational Reading Skills  
DIBLES/BPST/STAR Assessment Data  
In Class Interventions Strategies  
PL on new adoption and its correlation with CCSS  
Implementing Complex Text  
PL on Integrated Literacy  
EL Services Dept. to provide PD focusing on ELs  
PL on MTSS

**Action 3**

**Title:** English Learners transition to Fluent English Proficiency

[Action Details:](#)

Bakman will implement a comprehensive system of support that will include awareness of the importance of reclassification, ELPAC knowledge and practice strategies, and identifying and providing for learning needs of English Learner students. The Frameworks will be utilized to ensure ELD standards are being taught.

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

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

- Consistent analysis of English Learner students' academic performance data
- Consistent analysis of English Learner students' performance during Common Core Reading instruction and ELD.
- Identify Target students for Reclassification in current year and for the following year.
- ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students
- Conduct ELPAC chats fall, mid-year, and spring to coincide with ELPAC, DRP and state testing.
- Data Sharing with all stakeholders at all Reclassification windows
- EL Student Progress Data will be analyzed in ACs to coincide with ELPAC and DRP testing results.
- Report out and share EL student performance data at Regional Cycles of Review, several times during the year.
- Provide feedback utilizing the IPG

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

Daily Designated English Language Development for a minimum of 30 minutes for all EL students.

Daily Integrated ELD instruction across curricula

**Provide;**

- ELPAC assessors to assess students during ELPAC window 7091
- Provide for translating for Parent /Parent/teacher conferences and meetings 3010
- 3 Certificated Tutors -7090-7091  
Teacher on Special Assignment -(7090/7091).  
School Psychologist -7090-7091  
Teacher Supplemental Salaries (tutoring, etc.) 7090  
Grade Level Planning Days-Subs 7090  
SST/IEP meetings-Subs -7090  
Provide for paper, journaling and writing supplies needed, website licenses (Starfall, Star 360), materials and supplies, etc. 7090-7091-3010  
Technology to support instructional program 3010-7090-7091  
Direct Maintenance-7090  
Direct Graphics-7090  
Office Equipment Lease-Ricoh -7090

**Owner(s):**

Principal/VP  
Teachers  
CTs  
TSA

**Timeline:**

Ongoing  
Ongoing  
Ongoing  
Ongoing  
Ongoing

**Specify enhanced services for EL students:**

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- Teachers will implement integrated ELD across curricula
- Instruction will be based on Wonders curriculum for EL students at their individual levels according to ELPAC. Any recommendations from FUSD English Language Learner Services Department
- Coaches will be used as well.
- Teachers will incorporate close reading

Consistent analysis of English Learner students' academic performance data

Consistent analysis of English Learner students' performance during Common Core Reading instruction and ELD.

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

ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students

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

Data Sharing with all stakeholders at all Reclassification windows

EL Student Progress Data will be analyzed in AC's to coincide with ELPAC and DRP testing results.

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

English Learners will be provided with designated instruction at a minimum of 30 minutes daily.

Instruction will be based on Wonders curriculum for EL students at their individual levels according to

ELPAC. Any recommendations from FUSD English Language Learner Services Department

Focus on "Part 2" of ELD standards

Identify "At Risk and LTELLs" and monitor progress

**For Listening;**

- Provide scaffolds across curriculum.
- Provide focus questions prior to beginning lessons
- Use sheltered techniques



- Include cooperative, interactive learning activities
- Implement student-centered interactive instruction
- Center Instruction around central themes that integrate listening, speaking, reading, and writing skills

**For Reading:**

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

**For Speaking**

- Allow extra time to give students the opportunity to process information
- Ask students to paraphrase information
- Have students cluster vocabulary related to a topic

**For Writing**

- Have students illustrate and label objects and diagrams
- Model writing through the language experience approach
- Use “Read Around Groups” so students will have an opportunity to listen to exemplary models of writing
- Encourage the use of academic vocabulary

**Explain the actions for Parent Involvement (required by Title I):**

- Letters and notices sent home to parents to inform about ELPAC, strategies they could use at home and the importance of students getting reclassification by 6th grade.
- Consistently communicate to parents regarding the importance of Reclassification by 6th grade and A-G college requirements
- courses.
- Forums will include: Back to School Night, ELAC, SSC, Title I Parent Meeting, etc..
- Review and Provide student EL profiles to parents at appropriate forums.
- Parent Nights to provide strategies for parents to implement at home.
- Parent Portal-Edutext

**Actions for Parent Involvement:**

- Encourage participation in Parent University modules
- Encourage SSC/ELAC participation/membership
- Encourage parents to volunteer to support children
- Collaborate with community partners for provide student and family supports
- Support parents in governance, advisory and advocacy roles

**Describe Professional Learning related to this action:**

- EL Service Department will provide ongoing PL focusing on Wonders and its ELD components.
- Teachers’ Professional Learning –ELPAC Prep
- EL Reclassification Goal Setting Tool/EL Student Profile.
- ELA/ELD Framework/ELD Standards
- Integrated/Designated ELD Instruction
- EL instructional program, instruction and monitoring.
- Strategies: Reconstruction/Deconstruction (Regional Professional Learning)
- PL on integrating curriculum and strategies to students at different ELD levels.

# 2018-2019 SPSA Budget Goal Subtotal

## State/Federal Dept 0535 Bakman Elementary (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2257	Deeds Gill to fill this position. To Coordinate MTSS	34,695.00
G1A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1743	Deeds Gill to fill this position. To Coordinate MTSS	26,793.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies 3010 (No incentives or food) Also G1A1 G1A3, G2, G3, G4	14,830.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Also G1A1 G1A3, G4	6,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			M & S 3010 for Parent Participation (No incentives or food) Also G1A1, G1A3, G4	2,300.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	CT- S.A.	25,679.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	CT-P.J.	25,679.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	CT- H. F.	22,896.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4900	TSA	46,604.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			GLP 4 days per teacher/ SST/IEPs	26,354.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring Also G1A1, G1A3,	9,576.00
G1A2	Sup & Conc	Instruction	Mat & Supp			7090 M & Supplies Also G1A1	29,848.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance Also G1A1, G1A3, G3 G4	2,500.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics. Also G1A1 GIA3	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh Lease Also G1A1 G1A3, G3, G4	10,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	CT- S.A.	19,259.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	CT-P.J.	19,259.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	CT- H. F.	17,170.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies 7091	2,792.00
G1A3	Sup & Conc	Other Instructional Resources	Travel			Professional Conferences/Travel See all Goals	5,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00

**\$352,734.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	99.878	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Participation in the following events/activities were key factors that contributed to Goal 2.</p> <ul style="list-style-type: none"> <li>• Site Sports for 5-6; Football, basketball, softball, volleyball</li> <li>• Red Nose Day-fundraising for Soc-Economically disadvantaged children</li> <li>• Site Sports for 3-6th; Cross Country and Track</li> <li>• Cheer for 4-6th</li> <li>• Recorders/Link Concert for 4th</li> <li>• Choir-4th-6th grade</li> <li>• Music-4th-6th</li> <li>• Red Ribbon Week</li> <li>• Character Counts Week</li> <li>• Kind Kids Club</li> <li>• Student Leadership</li> <li>• End of Year Talent Show</li> <li>• Spelling Bee Competition</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Students with less than a 2.0 GPA do not participate in sports and other activities.</p> <p>The school buses about 180 students to and from school. Bus riders can't or won't participate in afterschool activities or sports, because there is no late bus, and some parents don't have transportation to come and pick them up.</p> <p>Students are dismissed at 2:30 and staff members plan right after dismissal. Students would have to return to school after 3:15 to participate in various activities. Many families lack transportation, and would be unable to bring their children back to school and then pick-them up later.</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>SSC members would like to have different activities during the day</p>	<p><b>2</b> ELAC:</p> <p>Referred to SSC.</p>	<p><b>3</b> Staff:</p> <p>Staff members would like to organize and manage Goal 2 activities</p>
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and for afterschool. They suggested reaching out to various community partners, and more parents to enlist their help. Can Transportation Department offer a later "pick-up" schedule to encourage more student participation?

afterschool. However, planning, AC meetings, and PL come first. Students would not return after 3:30 to participate.

## Action 1

**Title:** All Students will engage in arts, activities, and athletic

### Action Details:

Bakman will implement systems and structures which promote engagement in arts, activities and athletics.

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

### Explain the Progress Monitoring and data used for this Action

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

Engagement Tool

Activity enrollment rosters

#### Owner(s):

Coaches

Staff

Parents

Admin

#### Timeline:

Ongoing

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

Materials and supplies (art supplies, board games, athletic equipment, uniforms)

Order Posters/Certificates, through Graphics Department

Fund for NTA extra time

Fund for Transportation/Buses for DLAM from Sunnyside HS to Bakman

Order Ice Cream for sports participation

Order trophies, medals, bracelets, etc.

Other materials and supplies as needed (butcher paper, markers, paint, poster paper, cameras, etc.)

Provide teacher supplemental contracts to lead different campus clubs/events

Provide funds to schedule various assemblies

Provide funds to schedule/purchase necessary items for Literacy Night, Family Night, Science Night Activities

#### Specify enhanced services for EL students:

Encourage ELs to participate in Leadership or other clubs.

Pair ELs with English Only students to encourage participation in different activities.

Partner with Bakman Water Company for annual Student-Only carnival

Explain the actions for Parent Involvement (required by Title I):

Discuss all activities available at site to parents during Title I meetings, Back to School Night, Parent-Teacher Conferences.

Purchase materials and supplies to communicate with parents.

Describe Professional Learning related to this action:

Athletic coaches will attend sports related meetings.

Selected readings on Engaging students

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation/DLAM	500.00
G2A1	Sup & Conc	Other Pupil Services	Cls Sup-Ext			NTA extra time	7,813.00

**\$8,313.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	99.153	100
Exposure to Careers - 4th Grade	100	100
Exposure to Careers - 6th Grade	97.248	100

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 4th Grade**

Participation in "School Leadership"

Character Counts Week

Kid Kindness Club

Good Behavior Activities

**K-6th Grade Students:**

All students participated in classroom activities such as; presenting individually or in groups, collaborating, group/team work, classroom "job assignments".

All students participated in Second Step and Class Meeting weekly lessons, that taught ways to solve life situations students will encounter throughout their lives.

**Exposure to Careers - 3rd Grade**

Character Counts Week

Kid Kindness Club

Good Behavior Activities

March of Dimes charitable activity

Pennies for Patients charitable activity

**Exposure to Careers - 6th Grade**

Participation in "School Leadership"

Character Counts Week

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 4th Grade**

Students participated in all scheduled career activities.

Other school activities that develop workplace character and competencies are reserved for 5th and 6th grade students.

**Exposure to Careers - 3rd Grade**

Students participated in all scheduled career activities.

Other school activities that develop workplace character and competencies are reserved for 5th and 6th grade students.

**Exposure to Careers - 6th Grade**

97% of students participated in all scheduled career activities. Leadership students also participated in other activities,. However, students not part of the Leadership group did not. Discipline issues were the reason the other 3% who did not participate in the fieldtrips to the local colleges.

Kid Kindness Club  
Good Behavior Activities  
Fresno Bee "Kid's Day" selling newspapers.  
Pennies for Patients -Charitable fundraising (all grade levels)  
March of Dimes, Charitable fundraising (all grade levels)  
6th grade students collected Recyclables to instill a "Green" Mind Set.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Recruit community partnerships with non-profit organizations, who can visit the school and talk about different careers available, and the workplace competencies they require of their employees. Visit nearby offices.

**2** ELAC:

Referred to SSC

**3** Staff:

Staff members would like for 5th graders to be involved in the "Exposure to Career" activities.

The entire student population participates in "charitable fundraising/activities" and the staff recommends that the activities continue

- Pennies for Patients
- March of Dimes
- A 4th grade classroom made blankets for the Marjorie Mason Center.
- A 5th grade classes organized a "Sock drive" for charity.
- A 3rd grade class collected canned goods.

## Action 1

**Title:** Character and Competencies for Workplace Success

**Action Details:**

Bakman will implement systems and structures which promote character and competencies for workplace success which include CHAMPS, Class Meetings, Second Step, the Cub House, Monthly Good Behavior Activities, Student Leadership Club, Character Counts, Boys to Men, Girl Power, torative Practices and Culture Climate strategies and Kindness Kids Club.



Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Provide teacher supplemental contracts to lead different leadership clubs.

Provide funds to schedule various character building assemblies.

Teach literacy, math skills.

Conduct weekly Second Step and Class meetings for students to recognize and manage their own and the emotions of others.

Focus on Speaking and communication skills by individual and group presentations.

Teach teamwork through collaborative groupings.

Implement the use of technology to enhance learning.

Teach problem solving skills

Students will

- Work cooperatively
- Contribute to groups with ideas, suggestions, and effort
- Communication-feedback (both giving and receiving)
- Be responsible for their part while in groups
- Demonstrate respect for different opinions, customs, and individual preferences
- Participate in group decision-making
- Demonstrate learning through multiple modalities (written, oral, graphic representations, and through technology)

**Explain the actions for Parent Involvement (required by Title I):**

SSC/ELAC meetings

Discuss Parent/Teacher/Student Compact during Parent Conferences

Provide materials and supplies for Parent Participation

Edutext

Parent Portal

**Actions for Parent Involvement:**

- Encourage SSC/ELAC participation/membership
- Encourage parents to volunteer to support children
- Collaborate with community partners for provide student and family supports
- Support parents in governance, advisory and advocacy roles

**Specify enhanced services for EL students:**

Weekly Class Meetings

Weekly Second Step lessons

CHAMPS

Provide opportunities to practice speaking and listening.

Provide opportunities to collaborate in group work.

Implement ELD standards based on students' language proficiency level.

Pair students with English Only students to practice speaking skills.

**Describe Professional Learning related to this action:**

Restorative Practice Coach will provide staff with PL on various topics; problem-solving, positive mindset, Class Meeting lesson demonstrations.

Climate and Culture site team will present learnings from district meetings.

PL based on selected readings from;

- Implementing Restorative Practices in School
- Mind in the Making; the 7 Essential Life Skills Every Child Needs
- Positive Discipline in the Classroom; Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom
- The Morning Meeting Book

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	94.744	95.744
Chronic Absenteeism	14.626	12.626
Suspensions Per 100	9.432	8.432

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

- The CWA made multiple phone calls, met with parents, and conducted home visits.
- CWA also conducted small groups focusing on the benefits/positive aspects of attendance.
- Students that attended the group meetings, made goals to improve their attendance.
- Various posters throughout campus, encouraged students to come to school.
- Admin made personal phone calls home to check on students with multiple absences.
- Admin and office personnel spoke with parents regarding *"tardies, absences and leaving early."*
- Admin personally counseled students with low attendance rates.
- Quarterly perfect attendance "bike raffles" and certificates, were awarded to students.
- The school met the 95% attendance rate. (95.34) The only subgroups that did not meet the 95% rate were (Kinder) 94.06% (Hispanic) 94.89, (White) 94.44%, (SPED) 94.3.
- Site nurse communicated with physicians to align supports for students with diagnosed illnesses impacting attendance.
- Admin, Psych, teacher and RSP staff joined parents to develop 504 plans for students with medical diagnoses ' affecting attendance.

**Suspensions Per 100**

5.28 per 100. (ELL) 2.3% (SPED) 9.86

Site conducts 2 yearly discipline assemblies.

Admin personally counsels students to improve their behavior and encourage positive change.

Admin personally conferences with parents to improve behavior.

Admin, Psych and RSP teacher wrote Behavior Support Plans

Restorative Practices Coach conducts "Restorative Circles" with students to resolve issues and restore positive relationships.

Second Step weekly lessons taught students social-emotional, problem-solving skills to implement during

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

Diagnosed illnesses caused multiple absences. CWA and admin worked with families to develop 504s for students with illnesses that negatively impacted school attendance.

**Suspensions Per 100**

African American: 12.96% from 33% in 2016-17 and from 75% in 2015-16.

**ADA Attendance**

91.95% for Homeless, Due to different circumstances, our homeless population has to move from our school boundary elsewhere, outside our boundaries, making transporting students difficult to do. They receive bus tokens to transport students, but it is still a struggle.

conflicts, to decrease problem behavior and promote school success,  
Class Meeting weekly lessons taught students cooperation, mutual respect, and social skills.  
Admin reached-out to Phoenix Elementary Principal for support dealing with students.  
Admin referred and attended students to ICET for support.  
RSP/SPED staff offer "Soft Starts" for students needing a quiet, distraction-free, safe place at the beginning of the day.  
Psych/SPED team support students by providing staff members with a variety of behavior strategies/tools to encourage positive behavior.  
The Cub House (Social Emotional Support Center) and Resource Counseling Assistant provide students a safe-alternative recess environment.  
The Resource Counseling Assistance taught referred students social skills through small group lessons.

**ADA Attendance**

95.34%

26.1 Chronic Truancy

- Various posters throughout campus, encouraged students to come to school.
- Admin made personal phone calls home to check on students with multiple absences.
- Admin and office personnel spoke with parents regarding *"tardies, absences and leaving early."*
- CWA counseled families and informed them of the SARB process.
- CWA referred families to Project Access and other community support partners.
- Quarterly perfect attendance "bike raffles" and certificates, were awarded to students.
- CWA conducted *Girl Power* and *Young Men of Character* weekly group meetings to reduce absenteeism and improve attendance.
- On-Site Counselor worked with referred students to improve school attendance and related behavior.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC members suggested,

- partnering with community members to be positive role models and mentors.
- implement recess, lunch and afterschool activities to motivate students to improve and increase attendance
- Continue with "perfect attendance" quarterly certificates
- Continue quarterly perfect attendance bike raffle

**2** ELAC:

Referred to SSC.

**3** Staff:

Staff members have shared their concerns with admin, parents and CWA. Concerned teachers have made repeated phone calls home, but chronically absent and late students continue being absent and truant. Teachers also work very closely with the site's CWA, and request that she make phone calls and home visits. The CWA has contacted and conducted numerous home visits. Some parents have been referred to SARB. The CWA began conducting small groups; "Girl Power" and "Young Men of Character" with students with high absenteeism and truancy, motivating and encouraging

them to improve their attendance.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

**Last year actions:**

Purchased materials and supplies to send monthly newsflash to communicate with parents regarding attendance.

Purchased Student planners for 3rd-6th and Nicky's folders for TK-2nd for parent/school communication.

Made Phone calls home reminding parents about the importance of attendance and positive behavior.

Conducted Title I annual meeting

**Effectiveness:**

**On-Site Counseling-** Effective/Positive Results

- Assisted students in understanding the importance of school attendance
- Students with attendance and tardy issues improved

**Resource Counseling Assistant;** Effective/Positive Results

- Student attitudes towards school improved
- Students learned and applied social-emotional skills

**Parent-Teacher Conference** Translators-Effective/Positive Results

- Increased parent participation during conferences
- Increased parent knowledge of student academic expectations
- Increased communication between home/school

**For 2018-2019,**

- Materials and supplies (notes home, student planners, Nicky's folders, etc.).
- Fund psychologist time to implement MTSS
- Continue funding RCA
- Continue funding On-Site Counseling
- Continue purchasing social-skills-building children games

**Action 1**

**Title:** All students will stay in school on target to graduate.

**Action Details:**

The district-funded CWA officer in conjunction with office staff will implement an attendance accountability system where students are rewarded for positive attendance and are held accountable for poor attendance. CWA officer will make phone calls, home visits and SARB process meetings as necessary. The site-funded RCA will continue to work with students through our Cub House to offer social-emotional supports to improve

student attendance. This will be communicated with staff monthly, and awards will be given quarterly for individuals with 100% attendance.

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

**Explain the Progress Monitoring and data used for this Action**

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

Monthly attendance reports to teachers on Chronically Absent Students

Owner(s):

Admin  
CWA  
Teachers  
Parents  
Students

Timeline:

Ongoing

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

Perfect Attendance certificates from Graphics department  
8 Bicycles a year for quarterly 100% attendance raffle  
Provide funds for Parent Meeting; food  
Fund for On-Site Counseling/FPU, including the 2% fee  
Provide Classified Office Supplemental Contracts  
Fund for Resource Counseling Assistant (RCA) for our Cub House-social emotional supports.  
Student agendas and Nickys folders for school/home communication  
Monthly newflash.  
Materials and supplies

Specify enhanced services for EL students:

Monthly newflash in English and Spanish.  
CWA to counsel students in Spanish/English.

Explain the actions for Parent Involvement (required by Title I):

Materials and supplies for communication between school-home.  
Student agendas and Nickys folders  
Monthly newflash  
Newsletter Tips  
Absences communicated through report cards quarterly,  
daily phone calls,

Describe Professional Learning related to this action:

CWA Officer Training and Monthly Updates  
Atlas Training on Teacher input on Absenteeism

CWA officer home visits/calls.

EduText

CWA Officer Training and Monthly Updates to Admin

**Actions for Parent Involvement:**

- Encourage SSC/ELAC participation/membership
- Encourage parents to volunteer to support children
- Collaborate with community partners for provide student and family supports
- Support parents in governance, advisory and advocacy roles
- Invite parents to Literacy/Science Nights

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translation parent-teacher conferences	1,835.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling	26,676.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA-Cub House E.K.	12,364.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Office Clerical Extra support	2,140.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			parent participation-Save Mart	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			On Site Eval. Fee	535.00

**\$44,550.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0535 Bakman Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2257	Deeds Gill to fill this position. To Coordinate MTSS	34,695.00
G1A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1743	Deeds Gill to fill this position. To Coordinate MTSS	26,793.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies 3010 (No incentives or food) Also G1A1 G1A3, G2, G3, G4	14,830.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Also G1A1 G1A3, G4	6,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			M & S 3010 for Parent Participation (No incentives or food) Also G1A1, G1A3, G4	2,300.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	CT- S.A.	25,679.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	CT-P.J.	25,679.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	CT- H. F.	22,896.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4900	TSA	46,604.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			GLP 4 days per teacher/ SST/IEPs	26,354.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring Also G1A1, G1A3,	9,576.00
G1A2	Sup & Conc	Instruction	Mat & Supp			7090 M & Supplies Also G1A1	29,848.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance Also G1A1, G1A3, G3 G4	2,500.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics. Also G1A1 GIA3	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh Lease Also G1A1 G1A3, G3, G4	10,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	CT- S.A.	19,259.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	CT-P.J.	19,259.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	CT- H. F.	17,170.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies 7091	2,792.00
G1A3	Sup & Conc	Other Instructional Resources	Travel			Professional Conferences/Travel See all Goals	5,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation/DLAM	500.00
G2A1	Sup & Conc	Other Pupil Services	Cls Sup-Ext			NTA extra time	7,813.00
G4A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translation parent-teacher conferences	1,835.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling	26,676.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA-Cub House E.K.	12,364.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Office Clerical Extra support	2,140.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			parent participation-Save Mart	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			On Site Eval. Fee	535.00



\$405,597.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,005.00
Sup & Conc	7090	\$252,819.00
LCFF: EL	7091	\$88,773.00
<b>Grand Total</b>		<b>\$405,597.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$352,734.00
G2 - All students will engage in arts, activities, and athletics	\$8,313.00
G4 - All students will stay in school on target to graduate	\$44,550.00
<b>Grand Total</b>	<b>\$405,597.00</b>