

Bakman Elementary

10621660108100

Principal's Name: Melissa Jones

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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


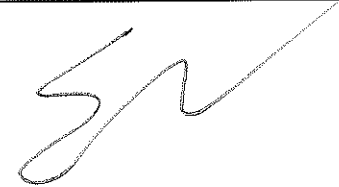
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Melissa Jones	X				
2. Chairperson - Eric Neufeld		X			
3. Secretary- Sherianna Scott		X			
4. Zoua Xiong			X		
5. Deon Kellams		X			
6. Rochelle Cantu				X	
7. Yee Chang				X	
8. Blanca Robledo				X	
9. Marisa Arevalo				X	
10. Lucy Moua				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		March 25, 2019
SSC Chairperson	Eric Neufeld		March 25, 2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Bakman - 0535

ON-SITE ALLOCATION

3010	Title I	\$68,244 *
7090	LCFF Supplemental & Concentration	\$257,724
7091	LCFF for English Learners	\$79,629
TOTAL 2019/20 ON-SITE ALLOCATION		\$405,597

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,178
Remaining Title I funds are at the discretion of the School Site Council	\$66,066
Total Title I Allocation	\$68,244

Bakman Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	16.544 %	1.205 %	2017-2018	10 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.778 %	22.87 %	2017-2018	30 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.732 %	17.333 %	2017-2018	25 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

17.778% met or exceeded GLS

We did not meet our goal by -7% in ELA

All subgroups grew except for our African American students. Those 7 students stayed the same and had 0% meeting standards.

Lead teachers attended the Sunnyside Regional Learning by Doing trainings.

Lead teachers attended the Regional writing trainings and shared learnings with grade-level colleagues. (Regional trainings around CFA and MTSS)

Implement Common Regional Writing Assignments (CFAs for ELA and Math)

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. (Worked on CFAs and score reporting as a school)

Buy Back (November and February) PL focused on implementing writing through the 3 selections and Write to Sources. (Also focused on good Tier 1 interventions, academic discourse and productive struggle).

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

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.

Monitor AA and EL students closely for progress.

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"?

Monitor AA and EL students closely for progress.

EL Reclassification Rate (All grade levels)

Understanding ELD standards & data and responding to it.

Differentiating instruction/questions based on ELD level.

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.

We did not meet our goal by -7% in Math

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. (2017-18)

Math coaches provided grade-level specific support during AC time.(17-18)

5th grade team visited and observed math lessons at Homan and Winchell. (17-18)

Math coaches demonstrated lessons. (Specific grade levels took advantage of this 1st and 5th)

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.

We did not meet our goal by -7% in Reclassification of EL students.

English Learner Services department provided 3 Professional Learnings, focused on

Literacy Coaches provided PL 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.

The 5th grade teachers implemented an ELD rotation based on EL levels and students' needs.

Utilized the EL Redesignation Goal Setting Atlas report.

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

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

For the 2019-2020 school year, we will have a 1 to 1 ratio of student tablets. Due to this, we will fund for 2 electronically-based universal screeners in math and ELA and administer them 3 times a year. In addition, we will also implement the use of SBAC IAB interim assessments 3 times a year, as well. The results of these assessments will be guide our instruction, reteaching, and our multiple-tiered system of supports. These implementations will add to the work we already have in place around the standards-based curriculum and common formative assessments.

The electronically-based screeners provide differentiated instruction. This will be used during our Intervention time slots. Teachers will be able to pull small groups in different content areas or ELD without interfering in our core curriculum.

The site will also contract with Teaching Fellows to provide additional support in all classrooms in ELA or math.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<p>Scores are low and are of concern for SSC parents, school staff and others. Some SSC members suggested;</p> <ul style="list-style-type: none">• professional conference opportunities to improve teacher efficacy.• Inviting community partners to help/volunteer in the	<p>Referred to SSC</p>	<ul style="list-style-type: none">• 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

- classroom
- encourage more staff members to tutor students needing extra support through supplemental contracts

- 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.

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. Target Homeless/Foster Youth by closely monitoring and targeting specific interventions for these students as assigned by T2T.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Owner(s):

Timeline:

- Analyze SBAC Math results and plan for instruction (Aug/Sept. 2019)
- 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)
- Implement Electronic Screener with online differentiated instruction during intervention times.
- Administration will continue to use the Instructional Practice Walks Math tool during classroom walkthroughs (Weekly)
- Implement SBAC Interim Assessment Blocks 3 times and analyze data to plan for re-teaching
- Utilize SBAC online Practice tests before SBAC

Principal

Quarterly Check-in's with each Grade Level Lead

Vice principal

TSA

Teachers

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

- Daily Go-Math instruction to K-6th grade students, online GoMath lessons.
- 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

Utilize electronic math screener and accompanying differentiated program

PL for electronic math screener and accompanying differentiated program

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 as well as the math online differentiated program.

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 T2T 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.

- Hold SST meetings 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)

Specify enhanced services for EL students:

Implement EL math strategies from Common Core Companion.

Implement EL math strategies from GoMath.

Implement online differentiated math program.

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

For Listening;

Specify enhanced services for low-performing student groups:

Implement the use of "Re-engagement" practice grade-level lessons for highly tested standards.

Implement online electronic math screener and accompanying differentiated math program during intervention time.

Utilize SBAC Digital Library (instructional resources, playlist) to identify lessons math skills, activities, tools, and lessons designed to enhance instruction.

- 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
- **Implement use of academic discourse using math vocabulary**

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 **math** vocabulary
-

Implement use of the eLearning-tablet to access online math lessons and activities in and out of the classroom.

Implement use of academic discourse using math vocabulary

We will specifically be focused on our AA and EL Students.

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

Report CAASPP results to parents during Parent Conferences/SSC/ELAC

Report Interim Math results to parents during Parent Conferences/SSC/ELAC

Provide parents information regarding accessing SBAC practice tests online.

Provide list of math websites to use at home to practice math skills

Provide parents with training information to utilize math online differentiated program at home.

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

Describe Professional Learning related to this action:

Math Task Force to present PL to entire site around Mathematical Shifts and Electronic Supports

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

PL on SBAC Digital Library and its resources

PL on Academic conversations focusing on Math.

PL on using online electronic screener and accompanying differentiated program

- Collaborate with community partners for provide student and family supports
- Support parents in governance, advisory and advocacy roles

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, Rtl 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. Closely monitor homeless/foster youth who will be targeted for specific interventions based upon T2T Meetings.

Reasoning for using this action: <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-6

iReady Testing 3 times a year (Fall/Winter/Spring) K-6

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

Interim Testing (Fall/Winter) Grades 1-6

IAB Testing (Fall/Winter/Spring)

BAS Assessment (Fall/Spring) K-1

KAIG (Fall/Winter/Spring) Kindergarten

Ongoing Teacher Formative Assessments (CFA's)

Provide feedback utilizing the IPG

IPG-Focus on Tenets 1, 2 and 3.

Owner(s):

Teachers,

Administrators,

Sunnyside Region,

Coaches and Support Staff

Parents

TSA

Psychologist

Timeline:

Quarterly check-in's with Lead Teachers

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 T2T 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

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

Provide;

2 Certificated Tutors -7090-7091

4 Teaching Fellows (2 for Reading Lab and 2 for upper grade)

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

iReady online screener and differentiated program

Provide for paper, journaling and writing supplies needed, website licenses (Starfall, iReady), 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

DIBLES- Online Subscription

PL on iReady and Math Online Screener and Differentiated Program

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 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

Specify enhanced services for low-performing student groups:

Tutoring paid through supplemental contracts to volunteering teachers.

Tutoring through after school library funding (K-3 literacy focus/4-6 Homework Help)

We will specifically be focused on our AA and EL Students.

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.

iReadyscores and online instruction for use 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

PL on iReady Screener and Differentiated Program

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.

Reasoning for using this action:	<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

Owner(s):

Timeline:

- Consistent analysis of English Learner students' academic performance data
- Consistent analysis of English Learner students' performance during Common Core Reading instruction and ELD.
- Identify RFEP Ready 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, Interim 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, Interim 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
- Report EL student performance data with ELAC and SSC members.
- Identify "At Risk and LTELLS" and monitor progress.
- Quarterly monitoring of RFEP students.

Principal/VP
Teachers
CTs
TSA

Ongoing
Ongoing
Ongoing
Ongoing
Ongoing

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

- Daily Designated ELD for a minimum of 30 minutes for all EL students.
- Daily Integrated ELD instruction across curricula
- ELPAC assessors to assess students during ELPAC window -7091
- Provide for translating for Parent /Parent/teacher conferences and meetings 3010
- Fund for 2 Certificated Tutors -7090/7091
- Fund for Teaching Fellows
- 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, *Universal Screeners*), 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

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 ELD standards and recommendations from FUSD English Language Learner Services Department
- Coaches will be used as well.
- Identify Target students for Reclassification
- Teachers will incorporate close reading
- ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students.
- 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.
- 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
- Utilize Wonder's and GoMath online resources, so students may follow along.

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.

Specify enhanced services for low-performing student groups:

- EL students will receive after-school tutoring provided by EL Dept.
- Provide after and before school tutoring.
- Certificated Tutors will provide small group instruction
- Teachers will implement Tier 1 strategies in the classroom.
- Teachers will implement EL strategies specified in the ELA and Math Common Core Companion.
- Teachers will provide reteach through small group instruction.
- Utilize online "program" designed with differentiated instruction based on screener results.

- Implement use of "Word Walls" as a student resource.
- Provide sentence frames.
- Implement use of academic vocabulary.

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.
- Implement use of "Word Walls" as a student resource.
- Provide sentence frames.

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.

2019-2020 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	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3675	Also G1: Actions 2 & 3 TSA.	34,973.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1: Actions 2 & 3 GLP day subs	22,941.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1: Actions 2 & 3. Goal 2; A1 Teacher Supplemental Contracts.	9,642.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also G1: Actions 2 & 3. Materials & Supplies.	50,544.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Also Goal 1 Actions 2 & 3. Technology	7,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Also G1: Actions 2 & 3. G2: A1 Direct Maintenance.	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Also G1: A,2, 3, Goal 2: A1 Copy machine lease	14,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2257	Also G1: Actions 2 & 3 Psychologist	35,088.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1225	Also G1: Actions 2 & 3 TSA.	11,657.00
G1A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1743	Also G1: Actions 2 & 3 Psychologist	27,096.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: iReady for Student Intervention	28,517.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Also G1: A1 & 3. 3010 - \$21,788 7090 - \$9,695	21,788.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Also Goal 1, Action 1 & 3/ Goal 4: Action A1 Materials and supplies for Parent Participation Nicky's folders (TK-2) Student Planners (3-6) and supplies for parent participation. **No Food/Incentives**	3,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Also G1: A3. CT	25,693.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Also G1: Actions 1 & 3. CT	22,908.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Also G1: A1 & 3. 3010 - \$21,788 7090 - \$9,695	9,695.00
G1A2	Sup & Conc	Other Instructional Resources	Travel			Travel & Conferences for PD.	6,000.00
G1A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for parent participation.	1,874.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	Also G1: A3. CT	19,270.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	Also G1: Actions 1 & 3. CT	17,179.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translation for parent/school communication.	1,874.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Also Goal 1: Actions 1 & 2 . M & S for ELs.	1,427.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	3,000.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

\$378,166.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	24.7 %	2017-2018	31.7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Participation in the following events/activities were key factors that contributed to Goal 2.

- Site Sports for 5-6; Football, basketball, softball, volleyball
- Red Nose Day-fundraising for Soc-Economically disadvantaged children
- Site Sports for 3-6th; Cross Country and Track
- Cheer for 4-6th
- Recorders/Link Concert for 4th
- Choir-4th-6th grade
- Music-4th-6th
- Red Ribbon Week
- Character Counts Week
- Kind Kids Club
- Student Leadership
- End of Year Talent Show
- Spelling Bee Competition

We were ineffective in entering all of our events and holding coaches accountable in entering their teams and activities. Our numbers should have been much higher than reported for involvement in goal 2 activities.

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

Goal 2 Participation Rate

Students with less than a 2.0 GPA do not participate in sports and other activities.

The school buses about 180 students to and from school. Bus riders can't or won't participate in after school activities or sports, because there is no late bus, and some parents don't have transportation to come and pick them up.

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.

Many of our EL students are participating in EL tutoring after school that complicates attending other activities.

Many of our AA students are involved in sports, so we believe that an absence of information being entered into the system.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We replaced the Red-Nose Day fundraiser with the Poverello House fund raiser. We also added Teacher Task Forces, in the areas of kindness, leadership, sunshine, spirit, hospitality and technology with the goal of connecting students to these task forces and involvement in additional Goal 2 school activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will involve more students in the different Task Forces, we will begin Peer Mediation, and begin researching a way to increase involvement in after-school activities for bus-rider students.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC members would like to have different activities during the day 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?

2 ELAC:

Referred to SSC.

3 Staff:

Staff members would like to organize and manage Goal 2 activities 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. Encourage students who are homeless/foster you to get involved in Goal 2 activities.

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
Study Trips for Each Grade Level

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
Partner with Bakman Water Company for annual Student-Only carnival

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.

Specify enhanced services for low-performing student groups:

We will be targeting our AA and EL students to participate in Goal 2 activities.

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

2019-2020 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	Other Pupil Services	Oth Cls-Supp			Extra NTA support	9,366.00

\$9,366.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	98.319 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	93.798 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 4th Grade

Participation in "School Leadership"

Character Counts Week

Kid Kindness Club

Good Behavior Activities

We were very successful with participation, and any lack of participation was due to illness or parent choice.
3rd: 100% 4th: 98.32% 6th: 93.80%

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

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

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 field trips to the local colleges.

There was not any disproportionality of low-performing student groups in this area.

Exposure to Careers - 6th Grade

Participation in "School Leadership"
Character Counts Week
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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We revamped the Kids Kindness Club by implementing Task Forces that will involve students in different character-building activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The Kindness Club will research and implement a Student Recognition program, which allows students and staff to highlight positive behaviors and actions. We will continue to implement and participate in all FUSD funded career and technology field trips and activities.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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 exposure to careers which include CHAMPS, Class Meetings, Second Step, the Cub House, Monthly Good Behavior Activities, Student Leadership Club, Character Counts, Boys to Men, Girl Power, Restorative Practices and Culture Climate strategies, and Task Forces.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Monitor student participation in district-scheduled CTE field trips and activities.
- Quarterly Class Meetings logs to DPI.
- Use Power BI to monitor office discipline referrals.
- Use Power BI to identify areas needing improvement.
- Weekly Class Meetings and Second Step monitoring.

Admin
Teachers
Students
RP Coach
T2IS

Ongoing

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

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

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

Students will

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

- Participate in Peer Mediation to problem solve.
- Implement CHAMPS in all classroom settings
- Implement STOIC components in all school settings.
- Identify students who have demonstrated the pillars of character and showcase them through the [Great Bruin Box](#)
- Follow and demonstrate Bakman's Guidelines for Success (GROWL).

Specify enhanced services for EL students:

Weekly Class Meetings

Weekly Second Step lessons

CHAMPS

Provide opportunities to practice speaking and listening.

Provide opportunities to collaborate in group work.

Implement ELD *speaking and writing* standards based on students' language proficiency level.

Pair students with English Only students to practice speaking skills.

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

Utilize PeachJar to communicate different pillars of character.

Utilize PeachJar to communicate strategies parents can use at home to build competencies.

Actions for Parent Involvement:

- Encourage SSC/ELAC participation/membership

Specify enhanced services for low-performing student groups:

Participate in RP circles.

Participate in Peer Mediation

Participate in small-groups with T2IS.

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

- 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
- Use of PeachJar.
- Use of Messenger
- Various Family Nights

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	95.744 %	94.767 %	2017-2018	95.767 %
Chronic Absenteeism	12.626 %	12.668 %	2017-2018	10.668 %
Suspensions Per 100	8.432 %	6.002 %	2017-2018	5.002 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

- The CWA made multiple phone calls, met with parents, and conducted home visits.
- Target students who had less than 85% attendance during 18-19 school year.
- 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.
- Our program was very effective especially considering our 95% attendance rate.

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.

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

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.

African American suspension is up due to 1-2 of the 7 AA students having behavior issues that are being intervened with counseling, parent meetings, cub house and Behavior Support Plans.

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 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.

Our programs have been effective in bringing overall suspensions down, but we will continue to focus on procedures, character and growth mindset in this area. We will also build this in within our SPED and at risk population.

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

Differences between intended and actual:

The district-funded Child Welfare and Attendance position was no longer provided by the district.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The site will no longer fund for the On-Site Counseling, children will be referred to outside-supports. We will implement an Attendance Task Force, which will be responsible for providing positive recognition to students and grade levels with improved attendance.

The Tier II Intervention Specialist will also work students who fall under the "chronically absent" category.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC members 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.

Action 1

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

Action Details:

The office staff will implement an attendance accountability system where students are rewarded for positive attendance and are held accountable for poor attendance. The *Office Assistant* will make phone calls, and *contact district SARB staff to schedule parent 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. Homeless population will be targeted by having weekly meetings with these students on their 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

Monitor Power BI attendance data.

ATLAS attendance reports

Attendance "Static Reports"

CDE Dashboard reports on attendance

Owner(s):

Admin

Teachers

Parents

Students

Tier II Intervention Specialist

Timeline:

Ongoing

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

- Quarterly Perfect Attendance certificates from Graphics department
- 8 Bicycles a year for quarterly 100% attendance raffle
- Provide funds for Parent Meeting; food
- 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
- Materials and supplies for Saturday Academy

Specify enhanced services for EL students:

Monthly newflash in English and Spanish.

T2IS will meet with chronically absent students counsel and encourage improved attendance

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

- Materials and supplies for communication between school-home.
- Student agendas and Nicky's folders
- Monthly newflash
- Newsletter Tips
- Absences communicated through report cards quarterly,
- daily phone calls,
- Office Assistance will conduct phone calls for absent students.
- Edutext
- T2IS Training and Monthly Updates to Admin
- Implement "Peach Jar" to communicate the importance of attendance.
- Inform parents of the purpose and importance of Saturday Academy.

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
- Use of Parent Portal
- Encourage parents to bring students to Saturday Academy.

Specify enhanced services for low-performing student groups:

T2IS will conduct small group sessions with identified students.

Participation in Saturday Academy.

We will specifically be focused on our AA and EL Students.

Describe Professional Learning related to this action:

T2IS Training and Monthly Updates

Atlas Training on Teacher input on Absenteeism

Student Attendance Task Force

2019-2020 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	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA Cub House	13,065.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Also G1: Actions 1, 2, 3, G2: A1 for certificates and materials.	2,500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Food for Parent Participation-meetings, Family Nights and other events. Also G1: Actions 1, 2 & 3.	2,500.00

\$18,065.00

2019-2020 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	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3675	Also G1; Actions 2 & 3 TSA.	34,973.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also G1: Actions 2 & 3 GLP day subs	22,941.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1; Actions 2 & 3. Goal 2; A1 Teacher Supplemental Contracts.	9,642.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also G1: Actions 2 & 3. Materials & Supplies.	50,544.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Also Goal 1 Actions 2 & 3. Technology	7,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Also G1: Actions 2 & 3. G2: A1 Direct Maintenance.	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Also G1; A,2, 3, Goal 2; A1 Copy machine lease	14,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2257	Also G1: Actions 2 & 3 Psychologist	35,088.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1225	Also G1; Actions 2 & 3 TSA.	11,657.00
G1A1	LCFF: EL	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1743	Also G1: Actions 2 & 3 Psychologist	27,096.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: iReady for Student Intervention	28,517.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Also G1: A1 & 3. 3010 - \$21,788 7090 - \$9,695	21,788.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Also Goal 1, Action 1 & 3/ Goal 4; Action A1 Materials and supplies for Parent Participation Nicky's folders (TK-2) Student Planners (3-6) and supplies for parent participation. **No Food/Incentives**	3,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Also G1: A3. CT	25,693.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Also G1: Actions 1 & 3. CT	22,908.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Also G1: A1 & 3. 3010 - \$21,788 7090 - \$9,695	9,695.00
G1A2	Sup & Conc	Other Instructional Resources	Travel			Travel & Conferences for PD.	6,000.00
G1A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for parent participation.	1,874.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	Also G1: A3. CT	19,270.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	Also G1: Actions 1 & 3. CT	17,179.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translation for parent/school communication.	1,874.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Also Goal 1; Actions 1 & 2 . M & S for ELs.	1,427.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	3,000.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Extra NTA support	9,366.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA Cub House	13,065.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Also G1: Actions 1, 2, 3, G2: A1 for certificates and materials.	2,500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Food for Parent Participation-meetings, Family Nights and other events.	2,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,244.00
Sup & Conc	7090	\$257,724.00
LCFF: EL	7091	\$79,629.00
Grand Total		\$405,597.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$378,166.00
G2 - All students will engage in arts, activities, and athletics	\$9,366.00
G4 - All students will stay in school on target to graduate	\$18,065.00
Grand Total	\$405,597.00