

Bakman Elementary

10621660108100

Principal's Name: Melissa Jones

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

| Table of Contents | |
|--------------------------------|--|
| Topic | Details |
| 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> |
| School Site Council Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council (SSC) | <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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i> |

| 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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</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 and Family 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 School 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- Sherrianna Scott | | X | | | |
| 4. Deon Kellams | | X | | | |
| 5. Zoua Xiong | | | X | | |
| 6. Margarita Banuelos | | | | X | |
| 7. Lucy Moua | | | | X | |
| 8. Elizabeth Anguiano | | | | X | |
| 9. Alma Madrigal | | | | X | |
| 10. Kenya Garcica | | | | 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 School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Melissa Jones |  | 5/1/2020 |
| SSC Chairperson | Eric Neufeld | | |

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 2020/21

Bakman - 0535

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$74,730 * |
| 7090 | LCFF Supplemental & Concentration | \$261,906 |
| 7091 | LCFF for English Learners | \$68,961 |
| TOTAL 2020/21 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 | \$2,115 |
| Remaining Title I funds are at the discretion of the School Site Council | \$72,615 |
| Total Title I Allocation | \$74,730 |

Bakman Elementary 2020-2021 - 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) | 10 % | 18.182 % | 2018-2019 | 25.182 % |
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 30 % | 23.022 % | 2018-2019 | 40 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 25 % | 20.813 % | 2018-2019 | 40 % |
| SBAC ELA Distance from Level 3 (African American) | | -108.1 pts | 2018-2019 | 25 pts |
| SBAC Math Distance from Level 3 (African American) | | -101.9 pts | 2018-2019 | 35 pts |

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)

All grade levels implemented iReady ELA and administered the initial diagnostic assessment and subsequent assessments.

Grades 3-6 administered the IABs and iReady ELA diagnostics.

Teachers feedback included student feeling success upon completing iReady lessons.

iReady lessons targeted students' individual needs and addressed the foundational gaps.

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

19.45% of students met standards

4.78% of students exceeded standards

(A total of 24.23% met or exceeded)

24.23% of students nearly met

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)

- Understanding data and the standards to plan T2 interventions.
- Responding to CFA, IAB and iReady data 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 ELA Distance from Level 3 (African American)

Poverty-related low-school preparedness and readiness.

Lack of culturally responsive teaching practices.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student engagement and academic performance.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students.

51.54% of students did not meet standards

A total of 75.77% did not meet standards

Subgroups

Asian; 46.8% met or exceeded standards

Hispanics; 23.78% met standards

AA 0% met standards

White 28.57% met or exceeded standards

ELL; 12.16% met or exceeded standards

EO; 22.62% met or exceeded standards

RFEPs; 47.06% met or exceeded standards

SBAC ELA Distance from Level 3 (African American)

87.5% of AA did not meet standards

12.5% of AA nearly meet standards

0% met and 0% met or exceeded standards

Subgroups; Did Not Meet Standards

Asian; 53.52% did not meet standards

Hispanics; 76.22% did not meet standards

AA 100% did not meet standards

White 71.43% did not meet standards

ELL; 87.84% did not meet standards

EO; 77.38% did not meet standards

RFEPs; 52.94% did not meet standards

Foster: 100% standards not met

Special Education

DIS:

18.75% Standards met

6.25% Standards nearly met

75% Standards not met

RSP:

5.88% Nearly met standards

94.12% Standards not met

SDC:

100% Standards not met

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas.

Inconsistent knowledge of interventions and assessments for struggling students.

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 and IAB results 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

SBAC Math Distance from Level 3 (African American)

Poverty-related low-school preparedness and readiness.

Lack of culturally responsive teaching practices.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student engagement and academic performance.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students.

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas.

Inconsistent knowledge of interventions and assessments for struggling students.

EL Reclassification Rate (All grade levels)

- Monitor EL students closely for progress, especially "at-risk and LTEL" students.
- Understand ELD standards to align to ELA/literacy skills needed in content areas.
- Differentiating instruction/questions based on ELD levels, Emerging, Expanding and Bridging.
- Utilize the different EL Wonders' components to support students at the different ELD levels.
- Ensure Designated vs Integrated ELD instruction.
- identify and understand what ELs know and can do at each Proficiency Level, to plan for and implement scaffolds and strategies.
- Include the 4 domains; Speaking, Listening, Reading and Writing, into every lesson across content areas.

iReady ELA results

3rd grade; 44% on or above, 27% 1 year below, 29% 2+ years below

4th grade; 20% on or above, 45% 1 year below, 36% 2+ years below

5th grade; 15% on or above, 24% 1 year below, 60% 2+ years below

6th grade; 14% on or above, 20% 1 year below, 65% 2+ years below

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

SBAC Math results:

13.59% of students met standards

4.07% of students exceeded standards

(A total of 17.55% met or exceeded)

35.25% of students nearly met

47.12% of students did not meet standards

A total of 82% did not meet standards

Subgroups

Asian; 33.22% met or exceeded standards

Hispanics; 11.96% met standards

AA 13.33% met standards

White 28.58% met or exceeded standards

ELL; 11.69% met or exceeded standards

EO; 14.97% met or exceeded standards

RFEPs; 35.29% met or exceeded standards

Subgroups: Did Not Meet Standards

Asian; 66.78% did not meet standards

Hispanics; 88% did not meet standards

AA 86.67% did not meet standards

White 71.42% did not meet standards

ELL; 88.31% did not meet standards

EO; 85.03% did not meet standards

RFEPs; 64.71% did not meet standards

Foster:

50% Standards not met

50% Standards nearly met

DIS:

12.5% Standards met

18.75% Standards nearly met

68.75% Standards not met

RSP:

5.88% Nearly met standards

94.12% Standards not met

SDC:

100% Standards not met

iReady Math Results

3rd grade; 24% on or above, 58% 1 year below, 18% 2+ years below

4th grade; 29% on or above, 49% 1 year below, 30% 2+ years below

5th grade; 19% on or above, 43% 1 year below, 37% 2+ years below

6th grade; 20% on or above, 33% 1 year below, 46% 2+ years below

SBAC Math Distance from Level 3 (African American)

40% did not meet standards

46.67% nearly met standards

13.33% met standards

EL Reclassification Rate (All grade levels)

Reclassification rate of 4.7%

ELs; 5.56% met SBAC criteria for reclassification

ELs; 5.39% met iReady#1 criteria for reclassification

ELs; 11.43% met iReady#2 criteria for reclassification

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

Staff implemented SBAC's IABs to allow students to practice with "SBAC" worded and grade-level, standards-based math questions. IABs were also used as CFAs. However, the plan was to schedule site-wide IAB assessment dates per quarter, with data analysis to follow, and it did not occur in this manner. Some grade levels administered the IABs, while other grade-levels struggled navigating the Interim Administrator Interface within the CAASPP website.

Site funded for ST Math, and grades 2-6 were to log 90 minutes, and K-1 were to log 60 minutes per week. However, iReady, the district funded ELA & Math online curriculum took precedence and many teachers focused on iReady, while minimally using ST Math. Some classrooms did not use ST Math, until the second semester.

Classrooms begin to use Sora by Overdrive to increase reading and exposure to vocabulary. Students have an array of genres from which to choose. Struggling readers have the opportunity to select titles that are "audio" thus exposing them to grade level and beyond books they would not normally read or access.

Site funded for a .49 FTE on Special Assignment (TSA), however, no one applied for the position until November. The TSA focused on compliance-related tasks (EL monitoring, EL student files, scheduling SSTs/IEPs, attended PLCs) but did not conduct demonstration lessons or coaching cycles with staff members.

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.

Continue to use Sora by Overdrive, reading app to expose students to a wide variety of books and to encourage a life-long love of reading.

Staff will continue to administer SBAC's IABs (ELA & Math) to allow students to practice with "SBAC" worded and grade-level, standards-based questions. Practice tests will also be used as CFAs.

ST Math will continue to be funded, as it is a multi-year commitment; however, teachers will be expected to increase its use by 75% through assignments in and out of the classroom.

Utilize and share (with staff) the weekly ST Math Progress Reports- to track students' instructional minutes spent, and grade/classroom usage on the online program.

Continue with iReady diagnostic screener and diagnostic assessments, and monitor student growth via the various iReady reports.

Fund for (multi-year) site and staff members to participate in the Personalized Learning Initiative (PLI).

The site-funded part-time TSA will no longer be required, as the staff voted to become a Designated School for the 2020-2021 school year, which provides a 1 FTE Teacher on Special Assignment position.

The TSA and other knowledgeable staff will present professional development/training on navigating, selecting and administering IABs (ELA & Math) through use of CAASPP's Assessment Viewing Guide for grades 3rd-6th.

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:

Data results were shared and discussed with SSC members. The site's math program is reviewed and discussed. Parents share concerns and ask questions, such as "What are we doing to support students with math? What else can we do here at school and at home?"

SBAC data were shared with the SSC members at the beginning of the year. Data were presented and discussed at the site and grade level. Additionally, data were segregated by the different subgroups.

2 ELAC:

Data results were shared and discussed with ELAC members. The site's math program was reviewed and discussed.

3 Staff:

Data results are shared and discussed with all staff members. The site's math program is reviewed and discussed.

SBAC data were shared with the entire staff at the beginning of the year. Data were analyzed at the site, grade, and at the teacher/classroom level. Additionally, data were segregated by the different subgroups to identify areas of strengths and weaknesses. The staff also analyses data using the standards, thus identifying target and essential standards.

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 students include Homeless/Foster Youth, AA, Hispanics, English Learners, Low-SES, and SPED 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)
- Administer and analyze iReady Math diagnostic results and plan for instruction (3x per year).
- Utilize iReady Math monitoring reports.
- 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)
- Implement SBAC Interim Assessment Blocks 3 times and analyze data to plan for re-teaching
- Utilize SBAC online Practice tests before SBAC

Principal
Vice principal
TSA
Teachers

Quarterly Check-in's with each Grade Level Lead

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

Daily 'Go Math' Guaranteed & Viable Curriculum instruction, which includes the following baseline core expectations;

- Go Math TE
- Go Math Student Edition Chapter books
- Manipulative Kits
- The 5 E's lesson structure
- Personal Math Trainer
- Common Core Standards Practice book
- Teacher Resource book
- Math Boards
- Teacher Assessment Guide
- Strategies and Practice for Skills and Facts Fluency (K-3)
- Getting Ready for Smarter Balanced Assessment (Elementary)
- Chapter Performance Assessment Tasks Embedded in Scope and Sequence
- Critical Area Performance Assessment Tasks Embedded in Scope and Sequence

- Critical Area Projects
- Reteach and Enrichment Workbooks
- English Learner Activity Guide
- Strategic Intervention Activity Guide

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

Daily iReady Math instruction (independent or small group)

Create common formative assessments utilizing SBAC IAB

Utilize Math Common Core Companion

Provide Math support for identified struggling students through MTSS

Provide differentiated instruction based on student strengths/needs

Utilize iReady and ST Math screeners

PL for electronic ST Math 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

Nicky's folders-parent communicators-for K-2. 3010

Needed Technology to support instructional program 3010-7090-7091

Fund for PL textbooks - 7090-3010

Fund for Subs for PL- 7090

Fund for PL Conference fees and related travel expenses- 7090-3010-7091

Fund for Subs for staff members involved Personalized Learning Initiative (PLI). 7090-3010-7091

Fund for site multi-year Personalized Learning Initiative (PLI). 7090-3010-7091

Fund for on-line licenses for ST Math and others as needed

Fund for ST Math PL

Fund for 4 Teaching Fellows to support classrooms

SST/IEP meetings-Subs -7090

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/Tier I 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 GoMath, IReady Math and ST Math-on-line 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. Students will also have on-line support programs; GoMath, iReady Math and ST Math.

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)
- After school-math tutoring contracts

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;

- 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
- Allow for student-pair-share
- Have students cluster vocabulary related to a topic
- **Implement use of academic discourse using math vocabulary**

For Writing

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.

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.

- Have students illustrate and label objects and diagrams
- Model writing through the language experience approach
- Students will write how they solve a problem.
- Use "Read Around Groups" so students will have an opportunity
- to listen to exemplary models of writing
- Encourage the use of academic **math** vocabulary

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

- Report SBAC results to parents during Parent Conferences/SSC/ELAC
- Report iReadyMath 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 information to access to online iReady & ST Math at home.
- Provide parents with training information to utilize math online differentiated program for home use.
- Provide parents with math strategies to use/implement at home through Parent Nights
- Provide materials and supplies for Parent Participation
- Parent Portal, Edutext, Messenger, Remind, Class Dojo

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

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, support from 2 part time CT, 6 Teaching Fellows 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 and target English Learners, Hispanics, AA, SPED and homeless/foster youth or 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 |
|---|--|---|---|

Explain the Progress Monitoring and data used for this Action

Describe Professional Learning related to this action:

- Observe grade level colleagues teach a lesson
- Visit another site to observe highly effective teachers conduct math/ELA lessons
- PL on SBAC Digital Library and its resources.
- PL on Academic conversations.
- PL on using iReady (ELA & Math) and ST Math online electronic screener and accompanying differentiated program.
- Continue building and supporting the effectiveness of the PLCs. (Learning byDoing)
- Professional learning textbooks to support & build teacher/PLC capacity.
- Professional development and technology for teachers involved in the Personalized Learning Initiative.
- Professional Learning Conference-opportunities for staff and admin to build capacity & support PLCs and to improve student academic achievement/low-performing student groups.
- Monthly ILT meetings to review data, best practices, and instructional supports.

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

DIBLES 3 times a year (Fall/Winter/Spring) K-3
iReady Testing 3 times a year (Fall/Winter/Spring) K-6
IAB Testing (Fall/Winter/Spring)
SBAC state testing (Spring)
Ongoing Teacher Formative Assessments (CFA's)
Provide feedback utilizing the IPG
IPG-Focus on Tenets 1, 2 and 3.
ELPAC- ELs only

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). Implement cooperative group learning; total class, independent students, partners, and small groups.

Tier II

Based on assessment data, instruction/interventions, in addition to Tier I, will be delivered in small groups focusing on identified student needs. Utilize on-line resources from Wonders, iReady and Sora. 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 in Reading Lab.
- 2 Teaching Fellows to provide instruction to students based on DIBELs assessment results for Grades K-3 in the Reading Lab.
- 2 Teaching Fellows to support student instruction in the classroom for grades 4, 5, and 6.
- 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)
- Use of Wonderworks

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

Direct Instructional Services to students will include the Baseline Core Instructional Expectations which include;

- Wonders -Guaranteed & Viable Curriculum
 - Anchor & Paired Texts (Literature Anthology)
 - Reading/Writing Workshop
 - Literature Big Books (K-1)
 - Foundational Skills Sequence
 - Decodable Readers (through 2nd)
 - Close Reading Companion
 - Writing Instruction
 - Assessments from Wonders
 - Your Turn Practice Books
 - Leveled Readers
 - ELD Companion

Learning Lab intervention for neediest students according to DIBELS and iReady data sources (iReady 2 CT's in Lab plus 2 Teaching Fellows)

Provide;

2 Certificated Tutors -7090-7091 for Reading Lab

Fund for 6 Teaching Fellows (2 for Reading Lab and 4 for upper grade: ELA & Math)

School Psychologist -7090-7091

Daily iReady ELA instruction (independent or small group)

Teacher Supplemental Salaries (tutoring, etc.) 7090

Fund for PL textbooks - 7090-3010

Fund for Subs for PL- 7090

Fund for Subs for staff members involved Personalized Learning Initiative (PLI). 7090-3010-7091

Fund for multi-year Site Personalized Learning Initiative (PLI). 7090-3030-7091

Fund for PL Conference fees and related travel expenses

Fund for SST/IEP meetings-Subs -7090

Provide for paper, journaling and writing supplies needed, website licenses (ST Math, DIBELS), 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

Fund for DIBELS/ST Math- Online Subscription

PL on iReady

Fund for online academic licenses

Fund for PL Conference fees and related travel expenses

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.

Focus on Tenet 1,2, 3 on IPG

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, iReady and state testing.

Data Sharing with all stakeholders at all Reclassification windows

EL Student Progress Data will be analyzed in PLCs to coincide with ELPAC and iReady 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
- Utilize Common Core Companion section on ELs.

For Reading:

- "Front load" by tapping into student's prior knowledge
- 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
- Provide scaffolds
- Frontload academic vocabulary for each selection.

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.

- Utilize language experience
- Utilize Common Core Companion section on ELs.

For Speaking

- Allow extra time to give students the opportunity to process information
- Ask students to paraphrase information
- Include think-pair-share, presentation activities.
- Have students cluster vocabulary related to a topic
- Utilize Common Core Companion section on ELs.

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 for each selection
- Utilize Common Core Companion section on ELs.

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

Each teacher will communicate student reading levels through each report card period.

iReady/SBAC and IAB scores and online instruction for use will be communicated with parents.

iReady and SBAC 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, Messenger, Class Dojo, Remind

MTSS Implementation

Babysitting provided for Meetings

Describe Professional Learning related to this action:

- Regional Trainings
- 2 Buy Back Days
- PLCs weekly Collaboration
- Foundational Reading Skills
- DIBLES, IAB, CFA, SBAC, STMath, iReady Assessment Data
- In-Class Interventions Strategies
- Implementing Complex Text
- PL on Integrated Literacy
- PL on iReady resources and reports
- EL Services Dept. to provide PD focusing on ELs
- PL on MTSS
- Observe grade level colleagues teach a lesson.
- Visit another site to observe highly effective teachers conduct math/ELA lessons
- PL on SBAC Digital Library and its resources.
- PL on Academic conversations.
- PL on using iReady (ELA & Math) and ST Math online electronic screener and accompanying differentiated program.
- Continue building and supporting the effectiveness of the PLCs. (Learning by Doing)
- Professional learning textbooks to support & build teacher/PLC capacity.
- Professional development and technology for teachers involved in the Personalized Learning Initiative.

- Professional Learning Conference-opportunities for staff and admin to build capacity & support PLCs and to improve student academic achievement/low-performing student groups.
- Monthly ILT meetings to review data, best practices, and instructional supports.

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 |
|--|

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, iReady and SBAC.
- Data Sharing with all stakeholders at all Reclassification windows
- EL Student Progress Data will be analyzed in PLCs to coincide with ELPAC and iReady 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 LTELs" and monitor progress.
- Quarterly monitoring of RFEP students.
- Use of 'Exit Tickets' to check for understanding

Principal/VP
Teachers
CTs
TSA

Ongoing
Ongoing
Ongoing
Ongoing

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

- Direct Instructional Services (ELA) to students will include the Baseline Core Instructional Expectations which include;
 - Wonders -Guaranteed & Viable Curriculum
 - Anchor & Paired Texts (Literature Anthology)
 - Reading/Writing Workshop
 - Literature Big Books (K-1)
 - Foundational Skills Sequence
 - Decodable Readers (through 2nd)
 - Close Reading Companion
 - Writing Instruction
 - Assessments from Wonders
 - Your Turn Practice Books
 - Leveled Readers

▪ **ELD Companion**

- Direct Instructional Services (Math) to students will include the Baseline Core Instructional Expectations which include;
 - Go Math TE
 - Go Math Student Edition Chapter books
 - Manipulative Kits
 - The 5 E's lesson structure
 - Personal Math Trainer
 - Common Core Standards Practice book
 - Teacher Resource book
 - Math Boards
 - Teacher Assessment Guide
 - Strategies and Practice for Skills and Facts Fluency (K-3)
 - Getting Ready for Smarter Balanced Assessment (Elementary)
 - Chapter Performance Assessment Tasks Embedded in Scope and Sequence
 - Critical Area Performance Assessment Tasks Embedded in Scope and Sequence
 - Critical Area Projects
 - Reteach and Enrichment Workbooks
 - **English Learner Activity Guide**
 - Strategic Intervention Activity Guide
- Daily Designated ELD for a minimum of 30 minutes for all EL students.
- Daily Integrated ELD instruction across curricula
- Daily iReady -ELD related instruction (independent or small group)
- Use of Common Core Companion, EL section
- 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 4 Teaching Fellows (2 for Reading Lab, 4 for classroom support)
- School Psychologist -7090/7091
- Teacher Supplemental Salaries (tutoring, etc.) 7090
- PL -Fund for Subs 7090
- Fund for Subs for staff participating in Personalized Learning Initiative (PLI)
- Fund for Site Personalized Learning Initiative (PLI). 7090-3030-7091

- Fund for PL Conference fees and related travel expenses
- SST/IEP meetings-Subs -7090
- Provide for paper, journaling and writing supplies needed, materials and supplies, etc.
- Provide for website licenses-ST Math, DIBELS, 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 PLCs to coincide with ELPAC and iReady 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 LTELs" and monitor progress
- Implement sensory supports (visuals, podcasts, realia, manipulatives, video clips, etc.).
- Implement use of graphic organizers, charts and tables
- Implement use of online curriculum (Wonders, iReady)
- Interactive flexible groupings (pairs, triads, and small groups).

For Listening;

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

Specify enhanced services for low-performing student groups:

- Provide lessons/skills needed at Emerging, Expanding, and Bridging proficiency levels.
- EL students will receive after-school tutoring provided by EL Dept.
- Provide after school tutoring.
- Provide many opportunities for 'Interacting in Meaningful Ways'.
- Provide temporary supportive frameworks, such as vocabulary banks and sentence frames.
- Certificated Tutors will provide small group instruction
- Teachers will implement Tier 1 and T 2 strategies in the classroom.
- Teachers will implement EL strategies specified in the ELA and Math Common Core Companion.
- Implement collaborative groupings/conversations that include Peer (one to one) Small group (one to a group) Whole group (one to many).
- Teachers will provide reteach through small group instruction.
- Utilize iReady differentiated instruction based on screener results.

- 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
- Provide think-pair-share/presentation activities for students to listen/speak to one another.

For Reading:

- “Front load” by tapping into student’s prior knowledge and
- Providing first-hand experience with the new ideas
- Use graphic organizers
- Providing temporary supportive frameworks
- Adjust students’ supports to their developmental needs and their proficiency level descriptor.
- 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

- Provide opportunities for Peer (one to one) Small group (one to a group) Whole group (one to many) conversations/collaboration.
- Establish routines and expectations for equitable and accountable conversations.
- Allow extra time to give students the opportunity to process information
- Construct questions that promote extended discussions
- Ask students to paraphrase information
- Have students cluster vocabulary related to a topic.
- Have students use key vocabulary related to selection.
- Implement use of "Word Walls" as a student resource.
- Provide sentence frames.
- Implement use of academic vocabulary.
- Provide think-pair-share/presentation activities for students to listen/speak to one another.

For Writing

- Construct questions that promote extended written responses.
- Have students illustrate and label objects and diagrams

- Model writing through the language experience approach
- Use student writing as models on Smartboard/Document camera
- Use peer writing samples to expose students to exemplary writing models.
- Encourage the use of academic vocabulary.
- Implement use of "Word Walls" as a student resource.
- Provide sentence frames.
- Utilize Common Core Companion
- Provide writing in response to literary and informational texts.

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.
- PL on identifying Essential Standards; 3 key criteria for selecting;
 - *Endurance*-the standard provides students knowledge, concepts and needed skills
 - *Leverage*-the standard provides skills, concepts and processes applicable across curriculum
 - *Readiness*-the standard provides essential knowledge and skills necessary for the next grade or next level of instruction
- Teachers' Professional Learning –ELPAC Prep
- EL Reclassification Goal Setting Tool/EL Student Profile.
- ELA/ELD Framework/ELD Standards
- Daily 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.
- Regional Training-as available
- 2 Buy Back Days
- PLCs weekly Collaboration
- Foundational Reading Skills
- DIBELs, IAB, CFA , SBAC, STMath, iReady Assessment Data
- In-Class Interventions Strategies
- Implementing Complex Text
- PL on Integrated Literacy
- PL on iReady resources and reports
- EL Services Dept. to provide PD focusing on ELs

- PL on MTSS
- Observe grade level colleagues teach a lesson.
- Visit another site to observe highly effective teachers conduct math/ELA lessons
- PL on SBAC Digital Library and its resources.
- PL on Academic conversations.
- PL on using iReady (ELA & Math) and ST Math online electronic screener and accompanying differentiated program.
- Continue building and supporting the effectiveness of the PLCs. (Learning by Doing)
- Professional learning textbooks to support & build teacher/PLC capacity.
- Professional development and technology for teachers involved in the Personalized Learning Initiative.
- Professional Learning Conference-opportunities for staff and admin to build capacity & support PLCs and to improve student academic achievement/low-performing student groups.
- Monthly ILT meetings to review data, best practices, and instructional supports.

2020-2021 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 | Title 1 Basic | Instruction | Bks & Ref | | | ST Math | 10,000.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Education Elements : PLI Pro.Dev G1;A1 G1; A2-A3, G3, G4 | 12,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | SuppContr Tutoring, Also G1; A2-A3 | 12,198.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies Also G1; A2-3, G2, G3, G4 | 26,742.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct Maint. Also G1; A2, A3 | 3,500.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admir | Off Eq Lease | | | Ricoh Lease Also G1; A2-3, Goals 2, 3, 4 | 18,000.00 |
| G1A1 | Sup & Conc | Parent Participation | Oth Cls-Supp | | | Babysitting, Also G1;A2-3, Goal 3, G4 | 1,265.00 |
| G1A1 | Sup & Conc | Psychological Services | Crt Pupil-Reg | Psychologist, School | 0.2257 | Psych Support, Also G1; A2, A3, G3 & G4 | 36,465.00 |
| G1A1 | LCFF: EL | Psychological Services | Crt Pupil-Reg | Psychologist, School | 0.1743 | Psych Support, Also G1; A2, A3, G3 & G4 | 28,160.00 |
| G1A2 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental Cont. Tutoring | 12,198.00 |
| G1A2 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows Also G1; A1-A3 | 9,461.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2500 | CTs Also G1; A3 | 26,206.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2500 | CTs, Also G1; A3 | 23,363.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Subs GLP, PLI, SST/IEPs Meetings, Also G1; A1-3 G3, G4 | 10,697.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Also G1; A1-3, G2, G3, G4 | 26,000.00 |
| G1A2 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows Also G1; A1-A3 | 23,539.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Graph | | | Direct Graphics Also G1, A1, 2,3 | 3,500.00 |
| G1A2 | Sup & Conc | Other Instructional Resources | Travel | | | Travel & Conf. Also G1; A1-3, Goals 3, 4 | 28,500.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1875 | CTs Also G1; A3 | 19,656.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1875 | CTs, Also G1; A3 | 17,524.00 |
| G1A3 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | | Parent Translation, Also G1, A1-2, G4 | 1,708.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Materials & Supplies Also G1: A1-2, | 721.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC assessors Also G1; A 1-2, G2, G3, G4 | 2,900.00 |

\$354,303.00

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 | 31.7 % | 26.684 % | 2018-2019 | 33.684 % |

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

The actual participation rate of 26.68% is a lot higher, however, inputting participation quantities into the Engagement Tool was not done for some activities.

Bus riders participate the least in Goal 2 Activities, because; 1) of lack of transportation 2) there aren't 'later' buses.

Grades Pre-K through 2nd participate the least in sports, since sports are for 3rd through 6th grade. They do participate in district-funded academic field trips, music, Fresno PD Chaplaincy Program, and our new Ukulele club.

Not all 6th graders participated in the out-door camp enrichment field trip because parents do not allow them to attend.

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

Goal 2 Participation Rate

Bus-riding students do not participate in sports or other after school activities, as they have no other means of transportation. Students whose parents walk or drive to pick-them up immediately after school also do not participate.

Not all 6th graders participated in the out-door camp enrichment field trip because parents do not allow them to attend.

Poverty-related low-school preparedness and readiness.

Lack of culturally responsive teaching practices.

Lack access to the same enrichment experiences and social capital due to low academic performance.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student engagement.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students, which then negatively affects participation in arts, activities and athletics.

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas and to participate in extra-curricular activities.

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

The Engagement Tool was not used to keep track of all student-participation numbers. Continue to fund for sports rallies.

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.

Office personnel will contact 6th grade parents to encourage them to permit their children to attend camp. Admin and the TSA will remind staff-members in charge of the various activities to enter the data into the Engagement Tool.

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:

Will share Goal 2, what it means, why it's important and all the available sports, arts and activities available on-site for students of all grade levels. Discuss that engagement in extra-curricular activities motivates students to attend school regularly, are available for learning, learn cooperative/collaborative skills and help improve academic outcomes. Encourage parents to motivate their children to participate in our available activities.

2 ELAC:

Will share Goal 2, what it means, why it's important and all the available sports, arts and activities available on-site for students of all grade levels. Discuss that engagement in extra-curricular activities motivates students to attend school regularly, are available for learning, learn cooperative/collaborative skills and help improve academic outcomes. Encourage parents to motivate their children to participate in our available activities.

3 Staff:

Will share Goal 2, what it means, why it's important and all the available sports, arts and activities available on-site for students of all grade levels. Discuss that engagement in extra-curricular activities motivates students to attend school regularly, are available for learning, learn cooperative/collaborative skills and help improve academic outcomes. Encourage teachers/staff to motivate their students to participate in our available activities.

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 AA, Hispanics, English Learners, SPED and homeless/foster youth 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, musical instruments, etc.)
Order Posters/Certificates, etc. through Graphics Department
Fund for NTA extra time
Fund for Transportation to Goal 2-related off-site activities.
Fund for entry or related fees to off-site engagement activities
Order Ice Cream for sports participation
Order trophies, medals, certificates, 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 from Goals 2 funds
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
Study trips for each grade level through Goal 2 funding
Fund for technology
Fund for Graphics
Fund for Direct Maintenance

Specify enhanced services for EL students:

Encourage ELs to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit,
Pair ELs with English Only students to encourage participation in different activities.
Encourage ELs to join sports (football, volleyball, baseball, basketball, track & cross country).

Specify enhanced services for low-performing student groups:

We will be targeting our AA and EL students to participate in Goal 2 activities.
Encourage foster students to join sports or one of the Task Forces.
Bypass the C or better grade-requirement for SPED.

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

Describe Professional Learning related to this action:

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.

Athletic coaches will attend sports related meetings.

Selected readings on Engaging students

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 % | 97.196 % | 2018-2019 | 100 % |
| Exposure to Careers - 4th Grade | 100 % | 100 % | 2018-2019 | 100 % |
| Exposure to Careers - 6th Grade | 100 % | 97.938 % | 2018-2019 | 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 - 3rd Grade

- 100% of 3rd graders participated in “Class Meetings” and Second Step lessons, to learn strategies which translate to workplace competencies and success (problem solving, collaboration, decision making, empathy, dealing with others, being leaders, communication, etc.).

Exposure to Careers - 4th Grade

- 100% of 4th graders participated in “Class Meetings” and Second Step lessons, to learn strategies which translate to workplace competencies and success (problem solving, collaboration, decision making, empathy, dealing with others, being leaders, communication, etc.).

Exposure to Careers - 6th Grade

- 100% of 6th graders participated in “Class Meetings” and Second Step lessons, to learn strategies which translate to workplace competencies and success (problem solving, collaboration, decision making, empathy, dealing with others, being leaders, communication, etc.).
- Sixth grade students will continue to participate in Kids Invent, STEM interactive lesson plans which promote and include creativity, critical thinking, teamwork, and innovation.

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

Exposure to Careers - 3rd Grade

97% participated, unless they were absent.

Key Factors:

Poverty-related low-school preparedness and readiness.

Lack of culturally responsive teaching practices.L

Lack access to the same enrichment experiences and social capital due to low academic performance.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student engagement

Gaps in curriculum and instructional implementation disproportionately affecting struggling students, which then negatively affects participation in arts, activities and athletics.

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas and to participate in extra-curricular activities.

Exposure to Careers - 4th Grade

100% participated-unless they were absent.

Key Factors

Poverty-related low-school preparedness and readiness.

Lack of culturally responsive teaching practices.L

Lack access to the same enrichment experiences and social capital due to low academic performance.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant

modalities and strategies to increase student engagement.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students, which then negatively affects participation in arts, activities and athletics.

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas and to participate in extra-curricular activities.

Exposure to Careers - 6th Grade

98% participated-unless they were absent.

Key Factors

Poverty-related low-school preparedness and readiness.

Lack of culturally responsive teaching practices.

Lack access to the same enrichment experiences and social capital due to low academic performance.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student engagement.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students, which then negatively affects participation in arts, activities and athletics.

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas and to participate in extra-curricular activities.

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

Bakman promoted character and workplace competencies through use of CHAMPS, Class Meetings, Second Step, the Cub House (SEL), Monthly Good Behavior Activities, Student Leadership Club, Character Counts, Boys to Men, Girl Power, Restorative Practices and Culture Climate strategies, Task Forces, and participation in grade-level appropriate CTE field trips and activities.

Bakman began a Peace Keeper team consisting of students, who were trained by Fresno State on 2 different days. The team then intervened and offered problem-solving strategies to students experiencing conflict. The GROWLERS (Climate & Culture team) met frequently to analyze data (office referrals, misbehavior and concerns). The team also collected data of different school areas to improve procedures and improve behaviors. The Growlers, using Randy Sprick's Safe & Civil schools modules to improve inside/outside of the classroom routines and procedures.

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.

- Peacekeepers will support peers and teach problem-solving strategies. Funding for transportation to off-site training will be provided.

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:

Bakman will discuss Goal 3 with the SSC members, and will also share the many ways character and workplace competencies are taught through CHAMPS, Class Meetings, Second Step, the Cub House (SEL), Monthly Good Behavior Activities, Student Leadership Club, Character Counts, Boys to Men, Girl Power, Restorative Practices and Culture Climate strategies, Task Forces, Kids Invent, and participation in grade-level appropriate CTE fieldtrips and activities.

2 ELAC:

Bakman will discuss Goal 3 with the SSC members, and will also share the many ways character and workplace competencies are taught through CHAMPS, Class Meetings, Second Step, the Cub House (SEL), Monthly Good Behavior Activities, Student Leadership Club, Character Counts, Boys to Men, Girl Power, Restorative Practices and Culture Climate strategies, Kids Invent, Task Forces, and participation in grade-level appropriate CTE fieldtrips and activities.

3 Staff:

PL on Safe & Civil schools, CHAMPS, participation in various Task Forces. Implementation of CHAMPS, Class Meetings, Second Step, the Cub House (SEL), Monthly Good Behavior Activities, Student Leadership Club, Character Counts, Boys to Men, Girl Power, Restorative Practices and Culture Climate strategies, Task Forces, Kids Invent and participation in grade-level appropriate CTE fieldtrips and activities (3rd, 4th & 6th).

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, Task Forces and district-funded CTE fieldtrips for grades 3-6, which provide exposure to career choices.

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

- 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.
- School-wide positive behavior systems- data gathering

Owner(s):

- Teachers
- Students
- RP Coach
- TSA
- T2IS

Timeline:

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.
- Funding for character building clubs and teams (materials and supplies)

Fund for transportation for students to participate in character-building, competencies for workplace success training.

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.

Fund for Peacekeepers-student group.

Teach teamwork through collaborative groupings.

Implement the use of technology to enhance learning.

Teach problem solving skills

Fund for materials, supplies and need technology.

Implement Randy Sprick's Safe & Civil Schools procedures and routines

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):

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:

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
- 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

- 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

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|-------------------|--------------|-----------|-----|-------------------------------------|----------|
| G3A1 | Sup & Conc | Instruction | Direct Trans | | | : Buses-Competencies WPlace Success | 2,000.00 |

\$2,000.00

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 |
|--|----------------|----------|-----------|----------|
| Chronic Absenteeism | 10.668 % | 14.699 % | 2018-2019 | 12.699 % |
| Suspensions Per 100 | 5.002 % | 5.146 % | 2018-2019 | 4.146 % |
| Chronic Absenteeism (African American) | | 24.3 % | 2018-2019 | 15 % |
| Suspension Rate (African American) | | 15.8 % | 2018-2019 | 12.8 % |

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

Old Action 1: 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.

The office assistant made daily phone calls to inquire about students' absences and reminded parents about the importance of attendance. However, chronically absent students continued being absent.

The office assistant contacted DPI-attendance staff for support with chronically absent students. Also contacted SARB personnel to conduct home visits. However, chronically absent students' continued being absent.

We began the year without a Resource Counseling Assistant, but soon hired one. However, the Cub House now has a substitute. Thus implementation of social-emotional supports was not as effective as planned. The substitute Restorative Practice's coach also supported students by conducting restorative circles and managing the Cub House, however the coach was present 2 days a week.

Awards; Students with perfect attendance received Perfect Attendance certificates during quarterly awards assemblies. Two students won a bicycle through our perfect attendance raffle, each quarter, as well.

Chronic absenteeism increased by 1.3% to 14%

Chronic Absenteeism (African American)

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

Chronic Absenteeism

14.70% -students with chronic absenteeism are not available/present for the daily learning of standards-based instruction, skills and strategies. These students fall farther behind academically in all content areas, and it is difficult to re-teach everything they've missed when absent.

A few students within this group, had challenging and unstable living situations, were identified as Project Access, and some were referred to CPS for various reasons. These external factors also contributed to the inequalities and disproportionality.

Poverty-related low-school preparedness and readiness which affects attendance.

Lack of culturally responsive teaching practices which motivate students to attend school and learn.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student attendance to be on target to graduate.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students, who then lose motivation to attend school.

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas which then affects graduation target.

Inconsistent knowledge of interventions and assessments for struggling students.

Chronic Absenteeism (African American)

Students with chronic absenteeism are not available/present for the daily learning of standards-based instruction, skills and strategies.

Increased by 18.2% to 24.3%

Suspension Rate (African American)

Suspensions declined 2.4% from 18.2% the previous year.

Suspensions Per 100

Declined by .9%, but .01% higher than the state average

Suspension Rate (African American)

Suspended students miss out on the multi-levels of tiered support. They are not present to receive instruction from teachers or other support personnel, when they have more suspensions.

Poverty-related low-school preparedness and readiness which affects behavior, which leads to misbehavior and office referrals.

Lack of culturally responsive teaching practices which motivate students to attend school and learn.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student attendance to be on target to graduate.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students, who then lose motivation to follow school/classroom rules, and are referred to administration.

Instruction and interventions to close foundational gaps, but not enough to master academic skills needed in all content areas which then affects graduation target.

Inconsistent knowledge of interventions and assessments for struggling students.

Suspensions Per 100

Suspended students miss out on the multi-levels of tiered support. They are not present to receive instruction from teachers or additional help from other support personnel.

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

The Cub House, (SEL) began the year without a Resource Counseling Assistant. However, a substitute took over, The Cub House's purpose is to provide students social-emotional support along with teaching social and problem-solving skills for chronically absent, and other students. A substitute Restorative Practice's coach helped support students.

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 T2T team will continue to meet on a weekly basis to discuss targeted students. The T2T will implement group meetings and teach problem-solving strategies, as well as mindfulness skills that lead to improved positive behavior. The Growlers (Climate & Culture) team will discuss strategies and PL to improve student behavior and classroom management routines and procedures that leads to more instruction time and less misbehavior. Students identified as needing a 'Soft start' will continue to receive that support. Other support strategies such as; 'time-away tickets and behavior charts will continue to be offered for identified students.

The Cub House position will be managed by 2 part-time RCAs, as it was managed by a substitute part of the year; stakeholders stated that if site was unable to fund for a 1 FTE, then we would not fund a partial FTE, but we were able to fund for 2 part time RCAs, which is almost 1FTE. The Restorative Practice coach will also continue to support students requiring social-emotional support, during their assigned days at Bakman.

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:

- Share attendance and absentee data with parents and discuss how it impacts students' academic achievement.
- Share and discuss chronic absentee ramifications.
- Share suspension rate data.
- Share the site's use of Dr. Sprick's PBIS model and how it is implemented to identify and improve behavior in and out of the classroom.
- Share strategies to motivate students to attend school.
- Share all school activities to encourage students to attend and participate in various school activities.

2 ELAC:

- Share attendance and absentee data with parents and discuss how it impacts students' academic achievement.
- Discuss the negative/positive impact attendance has on helping students move from English Learner to R-FEP (Reclassified Fluent English Proficient).
- Share and discuss chronic absentee ramifications (SARB).
- Share the site's use of Dr. Sprick's PBIS model and how it is implemented to identify and improve behavior in and out of the classroom.
- Share strategies to motivate students to attend school.
- Share all school activities to encourage students to attend and participate in various school activities.

3 Staff:

- Staff will provide admin, and the T2 support coach the names of students with attendance/behavior concerns. The T2 coach will meet and monitor those students to increase attendance, and improve behavior.
- PL on Dr. Spricks Safe & Civil Schools.

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*. Admin and the TST team will continue to meet on a weekly basis to discuss students, interventions, and needed adjustments. The two site-funded RCAs 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. Admin will continue to give Happy Birthday stickers and pencils to encourage 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.

TST weekly reports

DESSA student 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
- Fund for two .4375 FTE Resource Counseling Assistant (RCA) for our Cub House-social emotional supports.
- Student agendas and folders for school/home communication
- Monthly newflash through PeachJar
- Communication in English and Spanish via Messenger
- Materials and supplies
- Birthday stickers and pencils
- Materials and supplies for Saturday Academy

Specify enhanced services for EL students:

Communication via Messenger in English and Spanish.

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

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.

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 Newsletter via PeachJar
- 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

Describe Professional Learning related to this action:

T2IS Training and Monthly Updates

Atlas Training on Teacher input on Absenteeism

Student Attendance Task Force

- 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/Family Nights
- Invite parents to awards assemblies
- Use of Parent Portal
- Encourage parents to bring students to Saturday Academy.
- Use of Messenger
- Teacher communication via Class Dojo and Remind.
- Encourage parents take advantage of online resources; iReady, Sora, STMath to help students academically.

2020-2021 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 | Mat & Supp | | | Parent/School Commc. Also G1; G2, G3 (No Food/Incentives) | 3,900.00 |
| G4A1 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | Cub House/SEL Also G1, G2, G3 | 11,963.00 |
| G4A1 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | Cub House (SEL) Also G1, G2, G3 | 13,500.00 |
| G4A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Food/Supp Parent Mtgs/Events | 3,500.00 |
| G4A1 | Sup & Conc | Other Pupil Services | Oth Cls-Supp | | | NTAs, Also G1, G2, G3, | 16,431.00 |

\$49,294.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0535 Bakman Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|-----------------------------------|---------------|-------------------------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | ST Math | 10,000.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Education Elements : PLI Pro.Dev G1;A1 G1; A2-A3, G3, G4 | 12,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | SuppContr Tutoring, Also G1; A2-A3 | 12,198.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies Also G1; A2-3, G2, G3, G4 | 26,742.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct Maint. Also G1; A2, A3 | 3,500.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Off Eq Lease | | | Ricoh Lease Also G1; A2-3, Goals 2, 3, 4 | 18,000.00 |
| G1A1 | Sup & Conc | Parent Participation | Oth Cls-Supp | | | Babysitting, Also G1;A2-3, Goal 3, G4 | 1,265.00 |
| G1A1 | Sup & Conc | Psychological Services | Crt Pupl-Reg | Psychologist, School | 0.2257 | Psych Support, Also G1; A2, A3, G3 & G4 | 36,465.00 |
| G1A1 | LCFF: EL | Psychological Services | Crt Pupl-Reg | Psychologist, School | 0.1743 | Psych Support, Also G1; A2, A3, G3 & G4 | 28,160.00 |
| G1A2 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental Cont. Tutoring | 12,198.00 |
| G1A2 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows Also G1; A1-A3 | 9,461.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2500 | CTs Also G1; A3 | 26,206.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2500 | CTs, Also G1; A3 | 23,363.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Subs GLP, PLI, SST/IEPs Meetings, Also G1; A1-3 G3, G4 | 10,697.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Also G1; A1-3, G2, G3, G4 | 26,000.00 |
| G1A2 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows Also G1; A1-A3 | 23,539.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Graph | | | Direct Graphics Also G1, A1, 2,3 | 3,500.00 |
| G1A2 | Sup & Conc | Other Instructional Resources | Travel | | | Travel & Conf. Also G1; A1-3, Goals 3, 4 | 28,500.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1875 | CTs Also G1; A3 | 19,656.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1875 | CTs, Also G1; A3 | 17,524.00 |
| G1A3 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | | Parent Translation, Also G1, A1-2, G4 | 1,708.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Materials & Supplies Also G1: A1-2, | 721.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC assessors Also G1; A 1-2, G2, G3, G4 | 2,900.00 |
| G3A1 | Sup & Conc | Instruction | Direct Trans | | | : Buses-Competencies WPlace Success | 2,000.00 |
| G4A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent/School Commc. Also G1; G2, G3 (No Food/Incentives) | 3,900.00 |
| G4A1 | Title 1 Basic | Attendance & Social Work Services | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | Cub House/SEL Also G1, G2, G3 | 11,963.00 |
| G4A1 | Title 1 Basic | Attendance & Social Work Services | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | Cub House (SEL) Also G1, G2, G3 | 13,500.00 |
| G4A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Food/Supp Parent Mtgs/Events | 3,500.00 |
| G4A1 | Sup & Conc | Other Pupil Services | Oth Cls-Supp | | | NTAs, Also G1, G2, G3, | 16,431.00 |

\$405,597.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$74,730.00 |
| Sup & Conc | 7090 | \$261,906.00 |
| LCFF: EL | 7091 | \$68,961.00 |
| Grand Total | | \$405,597.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$354,303.00 |
| G3 - All students will demonstrate the character and competencies for workplace success | \$2,000.00 |
| G4 - All students will stay in school on target to graduate | \$49,294.00 |
| Grand Total | \$405,597.00 |