

Bakman Elementary

10621660108100

Principal's Name: Melissa Jones

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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


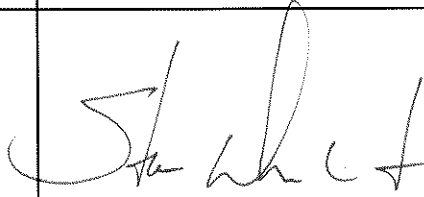
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Melissa Jones	X				
2. Chairperson - Stanley Diebert		X			
3. Secretary- Marian Esquibel		X			
4. Miguel Tovar		X			
5. Peter Yang			X		
6. Margarita Banuelos				X	
7. Francis Ayala				X	
8. Elizabeth Anguiano				X	
9. Alma Madrigal				X	
10. Kenya Garcia				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Bakman Elementary			
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		4/9/21
SSC Chairperson	Stanley Diebert		4/9/21

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 2021/22

Bakman - 0535

ON-SITE ALLOCATION

3010	Title I	\$79,695 *
7090	LCFF Supplemental & Concentration	\$266,079
7091	LCFF for English Learners	\$73,710
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$30,053</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$449,537

* 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	\$2,079
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$77,616</u>
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Total Title I Allocation	<u>\$79,695</u>
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Bakman Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		6.19 %	2019-2020	13.19 %
I-Ready ELAD2 On Level		35.05 %	2020-2021	42.05 %
I-Ready Math D2 On Level		25.38 %	2020-2021	32.38 %
I-Ready ELAD2 On Level (African American)		37.93 %	2020-2021	44.93 %
I-Ready Math D2 On Level (African American)		13.33 %	2020-2021	20.33 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

All grade levels implemented iReady ELA, Wonder Unit assessments and administered the initial diagnostic and subsequent assessments.

Teachers feedback included student feeling success upon completing iReady lessons and CFAs. iReady lessons targeted students' individual needs and addressed the foundational gaps.

6th- 18% on Grade Level

5th- 20%

4th- 31%

3rd-35%

I-Ready ELAD2 On Level (African American)

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

I-Ready ELAD2 On Level

Understanding data and the standards to plan T2 interventions. Responding to CFAs, 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 EL students closely for progress.

Technology issues, such as losing connection, lack of internet availability until a Hot Spot was provided. Student computers malfunctioned and needed replacing, causing loss of instruction.

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs and students' knowledge and comfort level with technology and the various available resources.

Lack of face-to-face interaction due to Distance Learning also reduced students' nonverbal grasping ability.

Increased isolation, reduced social **interaction** and social skills, due to Distance Learning also negatively

29%

I-Ready Math D2 On Level

6th- 17%

5th- 17%

4th- 17%

3rd- 16%

I-Ready Math D2 On Level (African American)

26%

EL Reclassification Rate

All grade level PLC teams developed their approach for both Integrated and Designated ELD instruction through their grade level ELD plans. Each classroom teacher and grade level team was responsible for implementing, reviewing and revising their grade level plans. Site funded for ELPAC assessors.

Out of **169** EL students;

22 student met iReady 1 criteria

24 students met iReady criteria

affected students.

I-Ready ELA D2 On Level (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 through Distance Learning.

Gaps in curriculum and instructional implementation disproportionately affected struggling students.

Technology issues, such as losing connection, lack of internet availability until a Hot Spot was provided. Student computers malfunctioned and needed replacing, causing loss of instruction.

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs and students' knowledge and comfort level with technology and the various available resources.

Lack of face-to-face interaction due to Distance Learning also reduced students' nonverbal grasping ability.

Increased isolation, reduced social **interaction** and social skills, due to Distance Learning also negatively affected AA students.

Some students did not log in during small group intervention, thus missed out on the extra support.

Lack of all needed materials due to families not coming to school to pick up materials, or picked them up much later.

I-Ready Math D2 On Level

Technology issues, such as losing connection, lack of internet availability until a Hot Spot was provided. Student computers malfunctioned and needed replacing, causing loss of instruction.

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs and students' knowledge and comfort level with technology and the various available resources.

Lack of face-to-face interaction due to Distance Learning also reduced students' nonverbal grasping ability.

Increased isolation, reduced social **interaction** and social skills, due to Distance Learning also negatively affected students.

I-Ready Math D2 On Level (African American)

Poverty-related low-school preparedness and readiness. Lack of culturally responsive teaching practices.

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs and students' knowledge and comfort level with technology and the various available resources.

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

Learning.

Gaps in curriculum and instructional implementation disproportionately affecting struggling students.

Technology issues, such as losing connection, lack of internet availability until a Hot Spot was provided. Student computers malfunctioned and needed replacing, causing loss of instruction.

Lack of face-to-face interaction due to Distance Learning also reduced students' nonverbal grasping ability.

Some students did not log in during small group intervention, thus missed out on the extra support.

Lack of all needed materials due to families not coming to school to pick up materials, or picked them up much later.

EL Reclassification Rate

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs and students' knowledge and comfort level with technology and the various available resources.

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

Gaps in curriculum and instructional implementation disproportionately affecting struggling students.

Technology issues, such as losing connection, lack of internet availability until a Hot Spot was provided. Student computers malfunctioned and needed replacing, causing loss of instruction.

Lack of face-to-face interaction due to Distance Learning also reduced students' nonverbal grasping ability.

Some students did not log in during small group intervention, thus missed out on the extra support.

Lack of all needed materials due to families not coming to school to pick up materials, or picked them up much later.

Low engagement via online instruction, especially in the areas of listening and speaking (ELs).

Low engagement and participation of students English Only and R-FEP students to model use of English language, during online instruction,

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Bakman continued;

Sora by Overdrive, to expose students to a wide variety of books and to encourage a life-long love of reading. Did not 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.

We initially shared (with staff) the weekly ST Math Progress Reports- to track students' instructional minutes spent, and grade/classroom usage on the online program. However, due to technology issues, and the desire to

increase iReady usage, the staff focused and emphasized iReady ELA/Math. ST Math was assigned as asynchronous work 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 -Elementary Elements (PLI). The training transitioned to online, therefore freeing up the funds originally allotted for substitutes. The SSC approved to transfer the funds to object 4300 and 4400 (materials and supplies).

The site-funded TSA presented professional development/training on DEI, iAchieve courses on Simultaneous Teaching, and utilization and navigation of Teams. Due to Distance Learning, and changing schedules [teaching and less PL time] the TSA was unable to conduct a PL for selecting and administering IABs (ELA & Math) through use of CAASPP's Assessment Viewing Guide for grades 3rd-6th. The TSA instead, emailed the revised and later adjusted CAASPP ELA/Math blueprints, information on the Tools for Teachers, IABs and practice and training tests to grades 3rd-6th. The TSA also worked with the Cohort groups and provided academic support.

Bakman originally funded for Grade Level Planning days and related substitutes, but due to Covid 19, grade levels met as PLCs online and substitutes were not needed. The SSC voted to re-allocate the funds to materials and supplies.

Teachers did not implement Designated EL time, only Integrated as in previous years. Due to Covid 19, and the reduced online instructional schedule, the skilled Certificated Tutors taught **Designated ELD** during a protected time Monday through Friday, before online instruction began. Thus online instructional minutes were left untouched. Admin and the TSA then trained the NTAs to conduct small groups which focused on practicing what the CTs taught through direct instruction. The CTs planned lessons on a weekly basis. The lessons focused on the ELD standards and developing language skills needed to learn content taught in English. The CTs also collaborated with PLCs to ensure the scope and sequence aligned and adhered to. Additionally, the CTs, shared and discussed the weekly lessons and skills/strategies with the NTAs.

Funds allotted for ELPAC assessors was repurposed and transferred to materials and supplies. Due to Covid 19, protocols restricted the assessors from campuses. The Principal, Vice Principal and TSA received Summative ELPAC training. The Principal, Vice Principal and TSA administered the Summative ELPAC to Bakman ELs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Bakman will continue to offer and fund for: 1) ST Math (2021-2022 final contract year) along with the added PL and the weekly ST Math Progress Reports, to monitor student progress and usage , 2) PLI-Education Elements (2021-2022 final contract year) and the needed subs for PL, 3) Sora by Overdrive, to encourage reading, 4) Certificated Tutors to help with Reading, 5) the 1.0 FTE TSA, Quarterly Subs for Grade level Planning to allow teachers to analyze data and plan

The TSA will offer PL or selecting and administering IABs (ELA & Math) through use of CAASPP's Assessment Viewing Guide for grades 3rd-6th. The TSA will continue working with grades 3rd-6th grades utilizing the CAASPP ELA/Math blueprints, Tools for Teachers, IABs and practice and training tests.

All grade level teachers will implement Designated and Integrated ELD.

Continue funding for ELPAC assessors.

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?"

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.

iReady data were shared with the entire staff each diagnostic administration. Data were analyzed at the site, grade, and at the teacher/classroom level. Additionally, data were segregated by the

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.

SSC wants to continue with RtI and invest in classroom technology to support PLI, online instruction, and computer-based local and state assessments.

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: Improve Math GL academic performance at Challenging Levels.

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

- Analyze SBAC Math results and plan for instruction.
- 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
- IPG Data Report

Owner(s):

Principal
Vice principal
TSA
Teachers

Timeline:

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
- Food/Snacks for Assessment Windows

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.

Planners for grades 3-6 (Global Date Books)

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

Needed Technology to support instructional program

Fund for PL textbooks -

Fund for Subs for PL

Fund for PL Conference fees and related travel expenses-

Fund for Subs for staff members involved Personalized Learning Initiative (PLI).

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

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

Fund for ST Math PL

Fund for 4 Teaching Fellows to support classrooms

SST/IEP meetings-Subs

Teacher Supplemental Salaries (tutoring, etc.)

Provide for Direct Maintenance

Provide for Direct Graphics

Provide for Office Equipment Lease-Ricoh

.40 FTE School Psychologist to organize MTSS

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 TST 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.

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

For Listening;

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

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 Tools 4 Teachers (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.

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

Implement use of academic discourse using math vocabulary

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

- 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

- 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

Action 2

Title: Students will improve ELA Academic Performance

Action Details:

Bakman will implement a strategic Multi-Tiered System of Supports (MTSS) that will improve students reading on grade level by professional development, RtI structures, DIBELS assessments, BPST assessments, support from 2 part time CT, Four 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:



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

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;

1 Certificated Tutor for Reading Lab

Fund for 4 Teaching Fellows

School Psychologist

Daily iReady ELA instruction (independent or small group)

Teacher Supplemental Salaries (tutoring, etc.)

Fund for PL textbooks

Fund for Subs for PL

Fund for Subs for staff members involved Personalized Learning Initiative (PLI).

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

Fund for PL Conference fees and related travel expenses

Fund for SST/IEP meetings-Subs

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

Technology to support instructional program

Direct Maintenance

Direct Graphics

Office Equipment Lease-Ricoh

Fund for DIBELS/ST Math- Online Subscription

PL on iReady

Fund for online academic licenses, Dibels

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

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

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

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:

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.

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

- “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.
- 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.

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 checked="" 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

- Review and report out all relevant data, looking specifically at achievement data for English Learners on all district level assessments, such as KAIG and iReady diagnostics.
- Site administration will also review progress monitoring done within grade level CFAs, iReady diagnostics and ELPAC.
- 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 and ATLAS Portfolio entry of RFEP students.
- Use of 'Exit Tickets' to check for understanding

Owner(s):

Principal/VP
Teachers
CTs
TSA

Timeline:

Ongoing
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
- Provide for translating for Parent /Parent/teacher conferences and meetings
- Fund for 1 Certificated Tutors
- Fund for 4 Teaching Fellows
- School Psychologist
- Teacher Supplemental Salaries (tutoring, etc.)
- PL -Fund for Subs

- Fund for Subs for staff participating in Personalized Learning Initiative (PLI)
- Fund for Site Personalized Learning Initiative (PLI).
- Fund for PL Conference fees and related travel expenses
- SST/IEP meetings-Subs
- Provide for paper, journaling and writing supplies needed, materials and supplies, etc.
- Provide for website licenses-ST Math, DIBELS,
- Technology to support instructional program
- Direct Maintenance
- Direct Graphics
- Office Equipment Lease-Ricoh
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

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 resting 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

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.
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

- Implement use of online curriculum (Wonders, iReady)
- Interactive flexible groupings (pairs, triads, and small groups).
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

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
- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			ST Math & online Sbscrps G1 A1,3.	13,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Mat & Sup. Also G1 A2-3, - No food or incentives	4,673.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Educational Elements : PLI Ed. Elements Also G1 A2,3	5,605.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			GLP/IEP subs. Also G1 A2-3, G5A1	26,933.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supplies, Also G1 A1,3, G2A1, G3A1, G4A1, G5A1	17,413.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maint. Also G1 A2-3, G2A1, G3A1, G4A1,	3,750.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease Also G1A2-3, G5A1-4	22,500.00
G1A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	1036934 Psych. Also G1 A2-3, G2A1, G3A1,	32,567.00
G1A1	LCFF: EL	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	1036934 Psych. Also G1 A2-3, G2A1, G3A1,	32,567.00
G1A1	One-Time School	Instruction	Mat & Supp			: Mat.Supp. Also G1A2-3, G2A1, G3A1, G5 A1-4	9,303.00
G1A1	One-Time School	Food Services	Food			: St. Snacks (Tests) Also G1A2-3, G2A1, G3A1	2,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Suppl. Contracts, Also G1 A1,3 No IEPs	11,972.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Also G1 A1, 3, G3A1, G4A1	2,125.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows, Also G1 A1,3, G4A4	36,150.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1375	CT Reading Lab. Also G1A3	11,454.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.9000	TSA, Also G1 A1,3,	111,344.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology. Also G1 A1, 3 G3A1, G4A1, G5 A1-4	15,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	CT Reading Lab. Also G1A3	24,991.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1000	TSA, Also G1 A1,3,	12,373.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors, also G1A2	2,250.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies ELLs. Also G2A1, G3A1, G4A1 G5 A1-4,	1,529.00

\$400,499.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**Needs Assessment****School Quality Review****School Level Dashboard**

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

3rd-6th grade students will Participate in Career & Technical Education field trips. *Effectiveness:* Due to COVID-19 restrictions, Career & Technical Education field trips were placed on hold. However some teachers took advantage of various on-line fieldtrips that were made available.

Bakman funded for a .4375 FTE Resource Counseling Assistant to run our SEL- Cub House. The Cub House focuses on teaching SEL strategies, collaboration, problem solving for students needing SEL support, which in turn, helped students' attendance and academics. *Effectiveness:* However, due to COVID 19 restrictions the SEL-Cub House was unavailable for students. Therefore, the Cub House was ineffective in achieving its outcome of improving attendance and academics.

Bakman's 5th & 6th grade staff implemented hands-on STEM5- science and engineering and Kids Invent! The 5th grade activities focused on building creativity and collaboration through distance learning, which included NGSS-aligned science activities and experiments designed to support students and teachers in preparation for the new CA Science Test (CAST). The sixth-grade Kids Invent! program focused on engineering builds that engage students in problem solving.

Bakman students will participate in the Annual Spelling Bee. *Effectiveness:* A few students participated in a Virtual Spelling Bee, and a Bakman student earned 3rd place.

Exposure to Real-world experiences - 3rd Grade

100% of 3rd graders participated in "Class Meetings" and Second Step lessons through Distance Learning, 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 Real-world experiences - 4th Grade

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

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

Student-centered real world learning experience - Site Defined**Goal 2 Participation Rate**

Due to Covid 19 restrictions, students were unable to participate in all the available Student-centered real world learning experiences. Thus, there were no;

- on-site sports (football, basketball, softball, volleyball, cross country, track, soccer)
- 6th grade camp
- grade-level fieldtrips
- CTE fieldtrips
- site student clubs; leadership, cheer, hospitality, technology, sunshine, kindness, peer mediators

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 disproportionally 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 Real-world experiences - 6th Grade

100% of 6th graders participated in "Class Meetings" and Second Step lessons through Distance Learning 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 continued participating in Kids Invent, STEM interactive lesson plans which promote and include creativity, critical thinking, teamwork, and innovation through Distance Learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Bakman funded for a .4375 FTE Resource Counseling Assistant to run our SEL- Cub House. The Cub House's focus is teaching SEL strategies, collaboration, problem solving for students needing SEL support. However, due to COVID 19 restrictions the SEL-Cub House was unavailable for students. The RCA, instead at times, assisted with calling parents for various purposes (confidential family survey, iReady diagnostic reminders and scheduling). In addition, the RCA monitored one of our small cohorts, when schools were allowed to bring small groups of students back on campus in October.

Sixth grade teachers also taught DEI lessons to prepare students to work alongside diverse groups.

Some teachers took advantage of various on-line fieldtrips that were made available, as CTE fieldtrips were cancelled.

Due to Covid 19 restrictions, students were unable to participate in all the available Student-centered real world learning experiences,

- on-site sports (football, basketball, softball, volleyball, cross country, track, soccer)
- 6th grade camp
- grade-level fieldtrips
- CTE fieldtrips
- site student clubs; leadership, cheer, hospitality, technology, sunshine, kindness, peer mediators

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Bakman will no longer fund the RCA position.

Bakman will continue to implement, 2nd Step, CHAMPS, and Class Meetings.

Grade levels will continue to participate in Career & Technical Education field trips-if available, or on-line fieldtrips, if necessary.

Bakman will continue (given no restrictions),

- on-site sports (football, basketball, softball, volleyball, cross country, track, soccer)
- 6th grade camp
- grade-level fieldtrips
- CTE fieldtrips
- site student clubs; leadership, cheer, hospitality, technology, sunshine, kindness, peer mediators

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.

<div>1 SSC:</div> <div>CTE and Goal 2 information was shared with the SSC members. They shared a desire to continue offering student-centered and real-world learning experiences.</div>	<div>2 ELAC:</div> <div>Continue offering student-centered and real-world learning experiences.</div>	<div>3 Staff:</div> <div>Continue offering student-centered and real-world learning experiences, through fieldtrips or on site extracurricular activities.</div>
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Action 1

Title: Student Centered Real-world learning experiences

Action Details:

Bakman will implement systems and structures which promote student centered and real-world learning experiences to be successful global citizens. These systems and structures include, CHAMPS, Class Meetings, Second Step, Monthly Good Behavior Activities, Student Leadership Club, Character Counts, Boys to Men, Girl Power, Restorative Practices and Culture Climate strategies, Task Forces and Goal 2 and CTE district-funded fieldtrips.

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

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <ul style="list-style-type: none">• 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 scheduled Class Meetings and Second Step lessons and monitoring.• School-wide positive behavior systems- data gathering.• Analyze Panorama Student and Parent survey results, and identify areas of strengths and needs• Engagement Tool	<div>Owner(s):</div> <div>Teachers</div> <div>Students</div> <div>RP Coach</div> <div>TSA</div> <div>T2T/CWA</div> <div>Admin</div>	<div>Timeline:</div> <div>Ongoing</div> <div>Quarterly</div> <div>After Survey administration</div>
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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.

Provide funding to various competitions (Spelling Bee, Peach Blossom, and others)

Provide transportation to various competitions (Spelling Bee, Peach Blossom, and others)

Teach literacy

Teach and Implement CHAMPS/MAC

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, if available.

Teach teamwork through collaborative groupings.

Implement the use of technology to enhance learning.

Teach problem solving skills

Fund for materials, supplies and needed technology.

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

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

Invite community members and to read to students.

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

Food/Snacks for Assessment Windows

Attendance Incentives

Transportation (fieldtrips)

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.
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

Specify enhanced services for low-performing student groups:

- Participate in RP circles.
- Participate in Peer Mediation
- Participate in small-groups with T2T/CWA
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		23.73 %	2020-2021	21.73 %
Suspensions students with 1 or more		0 %	2020-2021	1 %
Chronic Absenteeism (African American)		42.86 %	2020-2021	40.86 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0.5 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

11.99% Severely Chronic
15.36% Chronic
Bakman funded for a .4375 FTE Resource Counseling Assistant to run our SEL- Cub House. The Cub House focuses on teaching SEL strategies, collaboration, problem solving for students needing SEL support, which in turn, helped students' attendance and academics. *Effectiveness:* However, due to COVID 19 restrictions the SEL-Cub House was unavailable for students. Therefore, the Cub House was *ineffective* in achieving its outcome of improving attendance and academics.

Chronic Absenteeism (African American)

African Americans
17.4% Severely Chronic,
34.24% Chronic
Bakman funded for a .4375 FTE Resource Counseling Assistant to run our SEL- Cub House. The Cub House focuses on teaching SEL strategies, collaboration, problem solving for students needing SEL support, which in turn, helped students' attendance and academics. *Effectiveness:* However, due to COVID 19 restrictions the SEL-Cub House was unavailable for students. Therefore, the Cub House was *ineffective* in achieving its outcome of improving African-American student's attendance and academics.

Suspensions students with 1 or more

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

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 attendance which then affected engagement and academic performance through Distance Learning.
Gaps in curriculum and instructional implementation disproportionally affected struggling students.
Technology issues, such as losing connection, lack of internet availability until a Hot Spot was provided. Student computers malfunctioned and needed replacing, causing loss of instruction.
Technology issues, such as losing connection, lack of internet availability until a Hot Spot was provided which resulted in many absences.
Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.
Staffs and students' knowledge and comfort level with technology and the various available resources.
Lack of adult supervision to ensure students logged and stayed logged on through Distance Learning.
Lack of face-to-face interaction due to Distance Learning also reduced students' attendance rates.
Some students did not log in during small group intervention, thus missed out on the extra support.
Lack of all needed materials due to families not coming to school to pick up materials, or picked them up much later.

Chronic Absenteeism (African American)

Bakman registered **0 suspensions** for the 2020-2021 school year.

Bakman funded for a .4375 FTE Resource Counseling Assistant to run our SEL- Cub House. The Cub House focuses on teaching SEL strategies, collaboration, problem solving to prevent disciplinary referrals and suspensions. *Effectiveness:* However, due to COVID 19 restrictions the SEL-Cub House was unavailable for students. Therefore, the Cub House was *ineffective* in preventing disciplinary referrals and suspensions. Again, Bakman registered 0 suspensions due to Covid 19 and Distance Learning.

Bakman also planned different opportunities for student engagement through sports, student leadership and many other school clubs. Engagement opportunities help students focus on improving behavior, self-discipline and also encourages academic performance. However, due to Covid 19 and Distance Learning, these opportunities became unavailable.

Suspensions students with 1 or more (African American)

Bakman registered 0 suspensions for the 2020-2021 school year.

Bakman funded for a .4375 FTE Resource Counseling Assistant to run our SEL- Cub House. The Cub House focuses on teaching SEL strategies, collaboration, problem solving to prevent African American' disciplinary referrals and suspensions *Effectiveness:* However, due to COVID 19 restrictions the SEL-Cub House was unavailable for AA students. Therefore, the Cub House was *ineffective* in preventing disciplinary referrals and suspensions. Again, Bakman registered 0 suspensions due to Covid 19 and Distance Learning.

Bakman also planned different opportunities for student engagement through sports, student leadership and many other school clubs. Engagement opportunities help AA students focus on improving behavior, self-discipline and also encourages academic performance. However, due to Covid 19 and Distance Learning, these opportunities became unavailable for AA students.

Bakman funded for various Family events, which bring staff, students, parents and the community together in academic and non-academic activities to interact, socialize, become familiar with each other and to learn about our school. These events include Movie, Science, Literacy, Game, Dance Nights. *Effectiveness;* all events were physically cancelled due to Covid 19. Some of the events were done virtually, but with less participants. Thus, this action was not as effective, as it would have been in-person.

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student attendance, and subsequent engagement and academic performance through Distance Learning.

Gaps in curriculum and instructional implementation disproportionately affected struggling students.

Technology issues, such as losing connection, lack of internet availability negatively affected student's attendance rates.

Student computers malfunctioned and needed replacing, which also negatively affected attendance and instruction.

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs' and students' knowledge and comfort level with technology and the various available resources.

Lack of face-to-face interaction due to Distance Learning also reduced students' nonverbal grasping ability.

Increased isolation, reduced social **interaction** and social skills, due to Distance Learning also negatively affected AA students.

Lack of adult supervision to ensure students logged and stayed logged on through Distance Learning.

Some students did not log in during small group intervention, thus missed out on the extra support.

Lack of all needed materials due to families not coming to school to pick up materials, or picked them up much later.

Suspensions students with 1 or more

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase student attendance, and subsequent engagement and positive behavior through Distance Learning.

Gaps in curriculum and instructional implementation disproportionately affected struggling students.

Technology issues, such as losing connection, lack of internet availability negatively affected student's attendance rates.

Student computers malfunctioned and needed replacing, which also negatively affected attendance and instruction.

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs' and students' knowledge and comfort level with technology and the various available resources.

Lack of face-to-face, due to Distance Learning which would have provided social interactions and opportunities to practice SEL strategies.

Increased isolation, reduced social **interaction** and social skills, due to Distance Learning also negatively affected students.

Lack of adult supervision to ensure students logged and stayed logged on through Distance Learning.

Some students did not log in during small group intervention, thus missed out on the extra support.

Lack of all needed materials due to families not coming to school to pick up materials, or picked them up

much later.

Suspensions students with 1 or more (African American)

Needed PL in culturally responsive teaching and instructional practices involving different cultural relevant modalities and strategies to increase AA student attendance, and subsequent engagement and positive behavior through Distance Learning.

Gaps in curriculum and instructional implementation disproportionately affected struggling students.

Technology issues, such as losing connection, lack of internet availability negatively affected AA student's attendance rates.

Student computers malfunctioned and needed replacing, which also negatively affected attendance and instruction.

Lack of a quiet working space at home, and other siblings all connecting and trying to engage and participate at the same time.

Staffs' and students' knowledge and comfort level with technology and the various available resources.

Lack of face-to-face engagement due to Distance Learning which would have afforded AA students social interactions and opportunities to practice SEL strategies, along with CHAMPS and Class Meetings.

Increased isolation, reduced social **interaction** and social skills, due to Distance Learning also negatively affected AA students.

Lack of adult supervision to ensure students logged and stayed logged on through Distance Learning.

Some students did not log in during small group intervention, thus missed out on the extra support.

Lack of all needed materials due to families not coming to school to pick up materials, or picked them up much later.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Bakman funded for a .4375 FTE Resource Counseling Assistant to run our SEL- Cub House. The Cub House focuses on teaching SEL strategies, collaboration, problem solving for students needing SEL support, which in turn, helped students' attendance and academics. *Effectiveness:* However, due to COVID 19 restrictions the SEL-Cub House was unavailable for students. Therefore, the Cub House was ineffective in achieving its outcome of improving attendance and academics. The RCA helped with the initial Cohort students, and assisted with phone calls informing and reminding parents about up-coming iReady assessments. In addition, the RCA fell ill and was out for long periods of time, and the position did not provide for a substitute.

Staff continued weekly Class Meetings, CHAMPS, and 2nd Step, although many students did not participate or engage in the learning or conversations. Thus, there were missed opportunities to practice and implement the SEL strategies learned.

Family Nights were cancelled, except for a few that were done virtually.

All left-over funds were approved for transfer to materials and supplies, by SSC.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Bakman will no longer fund the RCA position, as it was not highly voted for- in the Staff, parent Needs survey.

Bakman will continue implementing and funding for;

- CHAMPS practices and strategies
- Weekly Class Meetings
- 2nd Step
- Family Night Events
- Athletics
- School Clubs

The metrics will be monitored through the Engagement Tool, Parent, Student and Staff survey data in Panorama, office referrals, suspensions, Power Bi. The SPSA addresses these in Goal 2, 3, and 5.

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>SSC understands the importance of SEL instruction and implementation, and want it to continue.</p> <p>Also want the various clubs to continue being offered along with athletics, and trips to various community businesses.</p> <p>The Family Nights brings the school and community together; continue implementing these.</p>	<p>SSC understands the importance of SEL instruction and implementation, and want it to continue.</p> <p>Also want the various clubs to continue being offered along with athletics, and trips to various community businesses.</p> <p>Continue Parent University.</p>	<p>SSC understands the importance of SEL instruction and implementation, and want it to continue.</p> <p>Continue offering the various school clubs: leadership, technology, hospitality, cheer, kindness, spirit, etc., and athletics.</p> <p>Continue Family Nights.</p>

Action 1

Title: Student School Engagement

Action Details:

Bakman will implement systems and structures which promote student engagement in the school and community. Bakman will also partner with Bakman Water Co., Harmony Church and Shop N Go. Bakman will continue the regular practice of Classroom Circles as they are a core element of a restorative culture and support RP, along with the district's Classroom Management Plan to address all Tier 1 Climate & Culture SEL elements.

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:
Engagement Tool	Coaches	Ongoing
Permission Slips		
PowerBi Survey Results	Staff	

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 NTAextra 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
Provide funds to schedule various assemblies.
Provide funds to schedule/purchase necessary items for Literacy Night, Family Night, Science Night Activities, various Family Night Events.
Partner with Bakman Water Company for annual Student-Only carnival
Partner with Harmony Church
Partner with Shop N Go
Study trips for each grade level through Goal 2 funding
Fund for technology
Fund for Graphics
Fund for Direct Maintenance
Food/Snacks for Assessment Windows
Attendance Incentives
Transportation (fieldtrips)
Regular practice of Classroom Circles as they are a core element of a restorative culture and support your continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity. (Circles more than class meetings also allow wonderful ELD opportunities for listening and speaking).
Restorative Discipline: which includes schoolwide use of regulation/cool-down and student reflection protocols, restorative conferences/circles, conflict mediation and re-entry circles (post-suspension).
Classroom Management Plan to address all Tier 1 Climate & Culture/SEL elements. It is one place where each teacher documents their what/when/how.
Consistency implementing the restorative process especially with disproportionately suspended students.

Specify enhanced services for EL students:

- Encourage ELs to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit).
- Regular practice of Classroom Circles as they are a core element of a restorative culture and support your continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity. In addition, Classroom Circles allow wonderful ELD opportunities for listening and speaking).
- Pair ELs with English Only students to encourage participation in different activities.
- Encourage ELs to join sports (football, volleyball, baseball, basketball, track & cross country).
- Attendance Incentives
- Transportation (fieldtrips)

Specify enhanced services for low-performing student groups:

- Target and encourage disadvantaged students to engage in different activities.
- Encourage foster/disadvantaged students to join sports or one of the Task Forces.
- Bypass the C or better grade-requirement for SPED.
- Encourage disadvantaged students to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit).
- Regular practice of Classroom Circles as they are a core element of a restorative culture and support RP and help reduce student behavior/discipline issues. They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity.
- Consistency implementing the restorative process especially with disproportionately suspended students.
- Pair students with others who encourage participation in different activities.
- Encourage to join sports (football, volleyball, baseball, basketball, track & cross country).
- Attendance Incentives
- Transportation (fieldtrips)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, Also G1 A1-3, G2 A1, G5 A1	3,000.00
G3A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTAs, Also G2A1	17,118.00
G3A1	One-Time School	Instruction	Nc-Equipment			: Technology. Also G1A1-3, G4A1, G5A1-4	5,000.00
G3A1	One-Time School	Instruction	Travel			: Transportation. Also G1A1-3, G2A1	1,250.00
G3A1	One-Time School	Attendance & Social Work Service	Student Incenti			: St. Incentives, Also G1A1-3, G2A1, G5 A1-4	3,000.00

\$29,368.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	10 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

We would like to continue to recruit and maintain Hispanic Asian and African American teachers so students have a representation of their own diversity to look up to. We would also like to continue to recruit and maintain male teachers as they are an underrepresented group at our school, and to have as a role models for our students.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

Unable to state how this affects students who are low-performing, other than by not having a role model in a successful professional role to look up to. Also, it is difficult to recruit in these areas due to a low pool of applicants with qualifications that fit this roll.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major difference for the current year is that we started out with no hires, but when a teacher received another position in the district we had to fill it by Thanksgiving Break. We were able to fill this position with a female Hispanic and bilingual teacher which does align to this goal. We also had an unexpected retirement of our Office Assistant and were able to fill her position with a female Hispanic and bilingual individual.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

With having an additional FTE for the 21-22 school year to assist with K-3 literacy, and also one retirement and 2 additional positions, we have an opportunity to fill these needed areas. We have already hired on male asian teacher, and are looking forward to hiring more diversity on our staff.

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:

Agree that staff should represent the demographics of our school community.

2 ELAC:

Agree that staff should represent the demographics of our school community. They emphasized the need for more Spanish speaking teachers.

3 Staff:

Staff agrees and believes we should always hire the best qualified teachers for our community with an emphasis on diversity. They also believe that continuing our PL on cultural diversity is imperative for retention of staff.

Action 1

Title: STAFF: Increase recruitment and retention of staff

Action Details:

Retention of staff which reflects the school's community is integral and critical in education. Staff and students benefit from learning to function and work in an environment which has a diverse staff. Thus, Bakman will increase recruitment and staff retention, which reflect our community, by allowing staff to collaborate with and within grade-levels, with other Regional teachers, site PLC and by offering ongoing and relevant Professional Learning opportunities.

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

- iAchieve Staff Management Portal
- FUSD Recruitment Interview Form
- FUSD Exit Interview Form
- PL logs
- PLC protocols
- Regional Meeting logs

Owner(s):

- Amin
- TSA
- Site Hiring Panel (Admin, lead teachers
- HR Dept.
- Teacher Residency Program

Timeline:

- On-going
- Quarterly
- Lateral Fair
- Overage Fair
- New Teacher Hires

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Increase Recruitment/Retention of certificated teachers:
- On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.
- Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.
- Materials and Supplies, including Technology
- Professional Educational Books
- Aligned Professional Learning to Cultural Proficiency through
 - High Quality Professional Learning Components

- Theory of Action
- IPG
- Regional Plans
- State Standards ELA/ Math

Use of all/some of the following Resources/Books to support PL and teacher capacity

- Learning by Doing by Richard Dufour, Rebecca Dufour, Robert Eaker, Thomas Many
- Visible Learning by John Hattie (use book to check for effectiveness of programs/vendors)
- Visible Learning for Literacy by Fisher, Frey, Hattie
- Focus by Schomker
- Rigorous Reading by Fisher, Frey
- Learning to Improve by Bryk, Gomez, Grunow, and Lehaieiu
- Sensible Mathematics by Leinwand
- On Your Mark by Thomas R. Guskey
- Culturally Responsive Teaching and The Brian by Zaretta Hammond
- Content Area Conversations by Fisher, Frey, and Rothenburg
- Leverage Leadership by Paul Bambrick-Santoyo
- Integrated Multi-Tiered Systems of Support by Kent McIntosh and Steve Goodman
- Cultural Proficiency: A Manual for School Leaders 4th
- Equity for Grading, Joe Feldman
- MTSS Support Documents: Definition of Tiers, Teaming Structures
- Safe and Civil Schools: Foundations

Specify Professional Development or Staff Services to support EL students:

Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPG (ELA/Math)

Tenet 2B Challenging Content; Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom?

PL utilizing the Common Core Companion (ELA/Math)

Provide PL from ILT on the Sunnyside Region Literacy Project.

Specify Professional Development or Staff Services to support low-performing student groups:

Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPW (ELA and Math).

Tenet 2B Challenging Content; Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom?

PL utilizing the Common Core Companion (ELA/Math)

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	96 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

1. Report SBAC results to parents during Parent Conferences/SSC/ELAC Report iReady 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. **Effectiveness;** Due to Covid 19, and school closures, the SBAC assessment was waived, thus there were no reports to share with parents, families and SSC/ELAC members.
2. Provide parents information to access to online iReady & ST Math at home. Parents received information regarding accessing iReady, logging in, taking assessments, and required weekly meetings, in English and in Spanish. ST Math information was given at a very basic level; parents were informed it was an asynchronous 'must do'. **Effectiveness;** Due to Covid 19, and school closures, log in information was emailed in English and Spanish. Paper copies were also distributed as parents picked-up technology and materials.
3. 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. **Effectiveness;** Due to Covid 19, and school closures this was not achieved or performed.
4. Communicate with parents/families through, Parent Portal, Edutext, Messenger, Remind, Class Dojo, Nicky's folders and Student Agendas. **Effectiveness;** Staff members used Class Dojo extensively to communicate with families. Admin utilized Messenger to send out information in English and Spanish. Remind, Edutext and the Parent Portal were not used. Due to Covid 19, and delivery delays, the Nicky's folders and Student Agendas were not handed out at the beginning of the school year. Some were given during different material's distribution days.

- 2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

- Technology distribution issues also prevented and delayed low-performing students from accessing online academic sites,
- Some Non-fluent and/or non-English speaking families struggled accessing and logging on to iReady and ST Math at home.
- Lack of technology know-how and apprehension towards it, also negatively affected low-performing students.
- Working families/parents were unavailable to assist students with issues that could have easily been resolved, if not for Covid 19.
- Some students helped with younger siblings (working families), which distracted and caused learning losses.
- Internet connection and data plans also limited access and impacted some families and students
- Internet connection and data plans also limited access and impacted large families, with multiple school-age children.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The site purchased the student Agendas for 3rd-6th, and the Nicki's Folders (K-2) which serve as a means of communication between teachers and parents. However, because of the delivery delays due to Covid 19, we were unable to hand-out all the 3rd-6th grade student agendas. Some were given to families/students who came to the multiple 'materials distribution' days, but there were several who were 'no shows', thus did not receive the agendas. Students in K-2 did receive the Nicki's folders. Teachers relied heavily on Class Dojo, Google Voice and Teams to communicate with families. Title 1 funds (1% minimum) were utilized for these items.

Due to Covid 19, our annual Pastries with Parents and our Family, Game, Literacy, Science, and Movie Nights were cancelled. Back to School, Open House events went online as well as SSC and ELAC. meetings. However, Krazy Karen, a Vendor, completed our School Rallies online, and were accessible to our students during class hours and after for our families. We also implemented weekly Principal Coffee Hours where parents received information regarding school schedules, synchronous vs asynchronous teaching and learning, and related school re-opening updates. Funds slated for food/coffee, for these events was utilized for materials and supplies.

Parent/Teacher conferences also transitioned to online, and the site was able to utilize some of the allotted funds to pay for translators for these meetings.

The site funded for substitutes for parent IEPs/SSTs meetings, but did not utilize those funds due to Covid 19. Instead, those funds were transferred to materials and supplies per SSC approval.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to fund for substitutes for parent IEP/SST meetings. We will allot funds for the various Family Night Events and student Agendas and Nicki's Folders. In the event that learning continues through 100% Distance Learning, and we are unable to hold events/meetings physically, then the funds will be used to purchase materials and supplies needed for Distance Learning. Funding will still be available to pay for translators during Parent/Teacher conferences whether they occur in person or online as well as the student Agendas, the Nicki's Folders and other materials needed for Parent Participation.

Continue utilizing Title 1 funds (1% minimum) for student agendas and Nicki's folders. Found in Goals 1, 2, 3 & 5.

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.

<div>1 SSC:</div> <div>Data results were shared and discussed with SSC members. The parents shared technology usage and issues concerns experienced by students at home. What else can we do here at school and at home to assist students with technology? . Data were presented and discussed at the site and grade level. Additionally, data were segregated by the different subgroups.</div> <div>iReady data were shared with staff after each diagnostic administration. 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</div>	<div>2 ELAC:</div> <div>Data results were shared and discussed with ELAC members.</div> <div>iReady data were shared with staff after each diagnostic administration. 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</div>	<div>3 Staff:</div> <div>Data results are shared and discussed with all staff members. The site's math program is reviewed and discussed.</div> <div>iReady data were shared with staff after each diagnostic administration. 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.</div>
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Action 1

Title: Parent/Teacher Conferences & Meetings

Action Details:

Parent-teacher conferences and other parent/teacher meetings are a great opportunity to: share academic progress and growth based on classroom observations, testing data, assessments, and assignments. Teachers will notify parents of upcoming annual conferences or other needed parent/teacher conferences and of their importance and information which will be shared, which will include; academic progress, strengths, needs, behaviors, online academics (iReady ELA/Math, ST Math) as well as other educational websites. Teachers will also share at-home strategies, parents can implement to help support their children.

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

Parent/Teacher Conference Sign-in Logs

SST/IEP attendance logs

Visitor Sign-in Logs

Returned Signed documents.

Edutext

Parent University logs

Parental involvement SSC, ELAC, DAC, and LCAP meetings

Owner(s):

Teachers (Gen. ED & SPED)

TSA

Admin

Timeline:

Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Fund for Substitutes for IEP/SSTs
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies
- Edutext
- Parent University
- Communication with parents
- Increase parental involvement SSC, ELAC, DAC, and LCAP meetings

- Parent Portal

Specify Direct Service and Opportunities for parents and families to support EL students:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Action 2

Title: School Parental Engagement

Action Details:

Parental engagement in different school events plays a crucial role in developing community and is important for students both socially and academically. Thus, Bakman offers many inclusive opportunities for families to engage in their students' education (Quarterly Awards Assemblies, fieldtrip chaperones, Family Nights -Literacy, Game, Science, Family Dance, Movie, Pastries with Parents, volunteering, Title I meetings and others).

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

Sign-in Sheets for the Various Family Nights and other events

Number of volunteer forms

Visitor logs

Parent Survey Result

EduText

Parent University

Parent Portal

Communication with parents

Parental involvement in SSC, ELAC, DAC, and LCAP meetings

Owner(s):

Teachers

Office Staff

Admin

Timeline:

Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Communicate events utilizing different media: Facebook, Bakman webpage, School Messenger, Class Dojo.
- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Krazy Karen, Science Mobile, Wacky Wendy, and other), if there are no Covid restrictions.
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support EL students:

- Communicate events in Spanish.
- Communication through;
 1. Edutext Parent University
 2. Parent Portal
 3. Parental involvement in SSC, ELAC, DAC, and LCAP meetings
- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Krazy Karen, Science Mobile, Wacky Wendy, and other), if there are no Covid restrictions.
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Fund for Meeting Translators
- Fund for Food for Parent Events
- Fund for vendors (Krazy Karen, Science Mobile, Wacky Wendy, and other), if there are no Covid restrictions.
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies
- Communication through;
 1. Edutext Parent University
 2. Parent Portal
 3. Parental involvement in SSC, ELAC, DAC, and LCAP meetings

Action 3

Title: Parent Participation in SSC

Action Details:

The SSC works together to develop, give recommendations, monitor the school's improvement plan, its implementation and effectiveness on an ongoing basis. Thus, Bakman will offer opportunities for parents and community members to be part of the SSC. The SSC members will work with the principal to recommend ways to allocate the school's spending budget to improve outcomes.

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

SSC Sign-in Logs

SSC Agendas

SSC Mnotes

PowerBi- Assessment Results

Fiscal Budget Reports

Owner(s):

Principal

Admin

Timeline:

Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Fund for Substitutes for IEP/SSTs
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support EL students:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health& Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Action 4

Title: ELAC Parent Participation

Action Details:

Bakman will provide ELAC members with the latest English Language Proficiency Assessments for California (ELPAC) results, reclassification rates, and data points specifying how Bakman addresses the needs of ELs, as well as how the school is serving this group.

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

Sign-in Logs

ATLAS RFEP Monitoring Forms

Monitor R-FEP Ready Students

Reclassification Rates

Returned Signed documents

Power Bi EL/RFEP reports

Owner(s):

Admin

TSA

Timeline:

Ongoing

4 times a year

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Fund for supplemental contracts for Parent PL.
- und for Meeting Translators
- Fund for Food for Parent Meetings
- Fund for ELPAC assessors
- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

Specify Direct Service and Opportunities for parents and families to support EL students:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings
- Materials and Supplies

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Fund for Meeting Translators
- Fund for Food for Parent Meetings

- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Fund for supplemental contracts for Parent PL.
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

- Materials and Supplies
- Nicky's Parent Communicator Folder for K-2
- Student Agendas for 3rd-6th
- Graphics
- Fund for supplemental contracts for Parent PL.
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0535 Bakman Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translation, Also G5 A2-4, G1 A1-3, G3A1	3,170.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 Also G5, A1-4 - No food or incentives	2,500.00
G5A1	One-Time School	Parent Participation	Mat & Supp			: Mat. & Supp. Parent Inv. Also G5A1-4, G1 A1-3	2,500.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Parent Partcpn/Events, Food. Also G5 A1, 3, 4, G2A1, G3A1	5,000.00
G5A2	One-Time School	Health Services	Medical Supp			: Health Supplies. Also G5A1-4	3,500.00
G5A2	One-Time School	Plant Maintenance & Operations	Cust Supply			: Cust. Supp. Also G1A1-3, G3A1, G4A1, G5A1-4	3,000.00

\$19,670.00

2021-2022 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 & online Sbscrps G1 A1,3.	13,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Mat & Sup. Also G1 A2-3, - No food or incentives	4,673.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Educational Elements : PLI Ed. Elements Also G1 A2,3	5,605.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			GLP/IEP subs. Also G1 A2-3, G5A1	26,933.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supplies, Also G1 A1,3, G2A1, G3A1, G4A1, G5A1	17,413.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maint. Also G1 A2-3, G2A1, G3A1, G4A1,	3,750.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease Also G1A2-3, G5A1-4	22,500.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	1036934 Psych. Also G1 A2-3, G2A1, G3A1,	32,567.00
G1A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	1036934 Psych. Also G1 A2-3, G2A1, G3A1,	32,567.00
G1A1	One-Time School	Instruction	Mat & Supp			: Mat.Supp. Also G1A2-3, G2A1, G3A1, G5 A1-4	9,303.00
G1A1	One-Time School	Food Services	Food			: St. Snacks (Tests) Also G1A2-3, G2A1, G3A1	2,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Suppl. Contracts, Also G1 A1,3 No IEPs	11,972.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Also G1 A1, 3, G3A1, G4A1	2,125.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows, Also G1 A1,3, G4A4	36,150.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1375	CT Reading Lab. Also G1A3	11,454.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.9000	TSA, Also G1 A1,3,	111,344.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology. Also G1 A1, 3 G3A1, G4A1, G5 A1-4	15,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	CT Reading Lab. Also G1A3	24,991.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1000	TSA, Also G1 A1,3,	12,373.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors, also G1A2	2,250.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies ELLs. Also G2A1, G3A1, G4A1 G5 A1-4,	1,529.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, Also G1 A1-3, G2 A1, G5 A1	3,000.00
G3A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTAs, Also G2A1	17,118.00
G3A1	One-Time School	Instruction	Nc-Equipment			: Technology. Also G1A1-3, G4A1, G5A1-4	5,000.00
G3A1	One-Time School	Instruction	Travel			: Transportation. Also G1A1-3, G2A1	1,250.00
G3A1	One-Time School	Attendance & Social Work Services	Student Incenti			: St. Incentives, Also G1A1-3, G2A1, G5 A1-4	3,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translation, Also G5 A2-4, G1 A1-3, G3A1	3,170.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 Also G5, A1-4 - No food or incentives	2,500.00
G5A1	One-Time School	Parent Participation	Mat & Supp			: Mat. & Supp. Parent Inv. Also G5A1-4, G1 A1-3	2,500.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Parent Partcpn/Events, Food. Also G5 A1, 3, 4, G2A1, G3A1	5,000.00
G5A2	One-Time School	Health Services	Medical Supp			: Health Supplies. Also G5A1-4	3,500.00
G5A2		Plant Maintenance & Operations	Cust Supply				2,000.00

\$449,537.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$79,695.00
Sup & Conc	7090	\$266,079.00
LCFF: EL	7091	\$73,710.00
One-Time School	7099	\$30,053.00
Grand Total		\$449,537.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$400,499.00
G3 - Increase student engagement in their school and community	\$29,368.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$19,670.00
Grand Total	\$449,537.00