

Bakman Elementary School

10621660108100

Principal's Name: Melissa Jones

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	51/65	45.67 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	46/66	14.17 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	42/67	19.35 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	41/67	80.19 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	35/67	15.09 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	35/67	84.91 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	59/67	38.18 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	35/68	40.26 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	64/68	8.7 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	54/67	6.85 %
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	51/64	43.33 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	49/68	20.45 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	42/68	94.41 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	62/67	0.4 %

District Dashboard (Goal 2):

4/6/2016



Elementary

Student
Engagement

2- Overall Student
Participation

[2080](#)

SPSA Data Entry Tool

Number and percentage of unique students who are engaged in any
Goal 2 activities (Activities, Arts or Athletics)

54/67

29.38
%

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: Bakman will implement a strategic RtI plan that will improve students reading on grade level by professional development, RtI structures, DIBLES assessments, BPST assessments and additional support in the classrooms. Support will be provided by Americore. Bakman will also continue to work on the Sunnyside regional focus on Integrated Literacy through professional development and collaboration within the region.		
SQII Element: Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year #6035	SQII Sub-element(s): Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period 6590, 6033, 6034, 6032	Site Growth Target: 60%/30%	Vendor (contracted services) Americore Starfall Global Date Books Fitness Finders Office Depot Barnes & Noble ELAN GW
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: 60% of students in 1-3 will retain reading on grade level by the end of the year. 30% of students who are on-track/Ready as of the last grading period will retain this status, as evidenced by BAS, DRP and Illuminate scores.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • DIBLES and BPST Assessments 3 times a year (Fall/Winter/Spring) K-3 • DRP 2 times a year (Fall/Spring) Grades 2-6 • Illuminate Testing (Fall/Winter) Grades 1-6 • BAS Assessment (Fall/Spring) K-1 • KAIG (Fall/Winter/Spring) Kindergarten • Ongoing Teacher Formative Assessments • Common Writing Assignments within the Region (2nd and 4th Quarter) • Provide feedback utilizing the IPG 		Owner(s) Teachers, Administrators, Sunnyside Region, Coaches and Support Staff TSA	Timeline Ongoing Ongoing Quarterly Ongoing Ongoing
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • Each teacher will communicate student reading levels through each report card period. • DRP scores will be communicated with parents. 			

- *Student growth in reading skills will be communicated each report card period.*
- *Provide materials and supplies for Parent Participation*
- *Parent Portal*
- *Edutext*

Describe related professional learning:

- *Regional Trainings*
- *2 Buy Back Days*
- *AC Collaboration*
- *Foundational Reading Skills*
- *DIBLES/BPST Assessment Data*
- *In Class Interventions Strategies*
- *PL on new adoption and its correlation with CCSS*
- *Implementing Complex Text*
- *PL on Integrated Literacy*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Learning Lab intervention for neediest students according to multiple data sources including DIBLES/BPST, etc. (3 CT's in Lab)*
- *Americore and tutoring push-in support.*
- *Site Licenses for online programs (Starfall)*
- *Any paper, journaling and writing supplies needed, materials and supplies, technology, etc.*
- *Planners for grades 3-6 (Global Date Books)*
- *Needed Technology to support instructional program*
- *Grade Level Planning Days-Subs*
- *SST meetings-Subs*
- *Provide for Academic Field Trips*
- *.5 FTE Teacher on Special Assignment*
- *Teacher Supplemental Salaries (tutoring, etc.)*
- *Provide for Direct Maintenance*
- *Provide for Direct Graphics*
- *Provide for Office Equipment Lease-Ricoh*

Specify additional targeted actions for EL students:

EL students will have lessons targeted on growing their necessary reading/writing/listening and speaking skills for success on grade level and on CELDT.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.3125		TSA	38,053
1	1	EL	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.1875		TSA	22,832
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875		CT for Learning Lab	17,098
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1881		CT for Learning Lab	18,394
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2500		CT for Learning Lab	22,800
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2494		CT for Learning Lab	24,389
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Grade Level Planning Days/SSTs	22,850
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts-tutoring	10,462
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				materials and supplies for parent participation	600
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	4,000

1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	3,000
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Office equipment lease	8,500
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation; academic study trips	4,200
1	1	Sup & Conc	Instruction	Materials & Supplies				Xerox paper, journaling, writing books, etc.	16,885
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies, etc.	10,938
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance	3,500
1	1	Title 1 Basic	Instruction	Books & Other Reference				Vendor Starfall Vendor	450
								Total	\$228,951

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<i>Detail the action:</i> 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.		
<i>SQII Element:</i> # 6169 Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC. In 2014-2015; 64 of 424 students met or exceeded the standards in CAASPP.	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 20%	<i>Vendor (contracted services)</i> Office Depot GW
<input type="checkbox"/> <i>New</i> <input checked="" type="checkbox"/> <i>Action On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
Write a SMART Goal to address each data point: By the end of 2016-2017 school year, Bakman students meeting or exceeding standards will grow by 20% as evidenced in the CAASPP results.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)		<i>Owner(s)</i> Principal, VP Teachers TSA	<i>Timeline</i> Ongoing After Interim test periods Ongoing/Quarterly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> • Report CAASPP results to parents during Parent Conferences/SSC/ELAC • Report Illuminate Interim Math results to parents during Parent Conferences/SSC/ELAC • Provide parents with information regarding accessing SBAC practice tests online • Provide list of math websites to use at home to practice math skills • Provide parents with math strategies to use/implement at home through Parent Nights • Provide materials and supplies for Parent Participation • Parent Portal • Edutext 			
<i>Describe related professional learning:</i>			
<ul style="list-style-type: none"> • District Provided Go-Math Training • PL on Math strategies/implementation of 8 Math practices 			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>			

- Daily Go-Math instruction to K-6th grade students
- Create common formative assessments utilizing Illuminate test bank for data and practice
- Provide with Math support through Learning Lab for RSP/identified struggling students
- Provide differentiated instruction based on student strengths/needs
- IA will provide math support in Kindergarten classes
- Provide supplemental teacher contracts for afterschool tutoring to students needing math support
- Provide materials and supplies (paper, pencils, math journals, technology, website licenses, etc.)

Specify additional targeted actions for EL students:

- Daily Go-Math instruction to K-6th grade ELL students
- Provide with Math support through Learning Lab for ELL RSP/identified struggling students
- Provide differentiated instruction based on student strengths/needs to ELL students
- Provide teacher supplemental contracts for afterschool tutoring to ELL students needing math support

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Materials & Supplies				provide materials and supplies (math journals, pencils, etc.)	8,939
2	1	Title 1 Basic	Instruction	Materials & Supplies				materials and supplies, etc.	11,585
								Total	\$20,524

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	Detail the action: Bakman will implement systems and structures which promote good behavior, and reduce office referrals, which include CHAMPS, Class Meetings, Onsite Counseling, Second Step, the Cub House, Monthly Good Behavior Activities, Student Leadership Club, Character Counts, DLAM (Sunnyside High School) Boys to Men, Girl Power, Bruin Bucks, Ice Cream, Restorative Practices and Culture and Climate strategies		
SQII Element: # 6109	SQII Sub-element(s):		Site Growth Target: 50%
			Vendor (contracted services) On-Site Counseling

<p><i>Number and percentage of students who have been suspended and/or expelled</i></p>			<p>Ron Paul-Ice cream Ace Trophy Barnes & Noble Walmart</p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point:</i> By the end of year, the number of students that have been suspended and /or expelled will decrease 50% as indicated and evidenced by SQII indicator # 6109.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Monitor number of office referrals on a monthly basis • Monitor SQII suspension indicators 	<p><i>Owner(s)</i> Principal, VP, Teachers</p>	<p><i>Timeline</i> Ongoing Ongoing</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Discuss Bakman’s Discipline Policy with parents during Back to School Night, parent conferences, SSC/ELAC meetings • Discuss Parent/Teacher/Student Compact during Parent Conferences • Provide materials and supplies for Parent Participation • Edutext • Parent Portal 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Restorative Practices • CHAMPS • Class Meetings • Second Step • Olweus • ATLAS training on inputting positive behavior 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Weekly Class Meetings • Weekly Second Step lessons • CHAMPS • Review school rules/policies • Order Posters/Certificates, Office Referrals, etc. through Graphics Department • Order Ice Cream as incentive for good behavior • Order trophies, medals, bracelets, etc. • Purchase Professional books on Positive Behavior 			

- Other materials and supplies as needed (butcher paper, markers, paint, poster paper, etc.)
- Fund for transportation for DLAM, (Don't Laugh at Me-from Sunnyside High School)
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies
- Provide funding for ON SITE Counseling
- Provide a Resource Counseling Assistant
- Provide for babysitting for Parent Meetings
- Provide Extra NTA support

Specify additional targeted actions for EL students:
Same as Above

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrcr Cnslg	0.4375		2-Resource Counseling Assistant; Cub House	14,295
3	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				2 Noontime Assistants x 2 hrs/day x 180 days x \$9.75/hr	8,457
3	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site	On-site counseling	13,900
3	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site	On site Counseling	9,000
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				On site counseling-2% REA Evaluation Fee	418
3	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics -certificates, posters, charts, etc.	2,500
Total									\$48,570

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	Detail the action: Detail the action: The school CWA officer in conjunction with office staff will implement an attendance accountability system where students are rewarded for positive attendance and are held accountable for poor attendance. This will be communicated with staff monthly, and awards will be given out monthly for both primary and upper grade classes with 100% attendance and quarterly for individuals with 100% attendance. Students with poor attendance will have phone calls from CSW officer as well as office staff, home visits and SARB process meetings as necessary.		
SQII Element: Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	SQII Sub-element(s):	Site Growth Target: 100%	Vendor (contracted services) Walmart Costco SaveMart
<input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By the end of the 2016-17 school year, 100% of students in TK-6 th grade that are considered to be chronically absent, will have documented evidence of appropriate attendance interventions, as evidenced by data collected in bi-weekly meetings.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> Monthly attendance reports to teachers on Chronically Absent Students Ongoing input from teachers 		Owner(s) CWA Officer Administrators Teachers Office Staff	Timeline Ongoing with quarterly check-ins Ongoing Ongoing Ongoing
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> Parent meetings bi-weekly Parent University Newsletter Tips Absences communicated through report cards quarterly, attendance daily phone calls, and CWA officer visits/calls. Edutext 			
Describe related professional learning: <ul style="list-style-type: none"> CWA Officer Training and Monthly Updates Atlas Training on Teacher input on Absenteeism 			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none"> Vinyl posters for class monthly 100% attendance award 8 Bicycles a year for quarterly 100% attendance raffle 			

<ul style="list-style-type: none"> • Provide funds for Parent Meeting; food • Provide Classified Office Supplemental Contracts <p>Specify additional targeted actions for EL students:</p>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Health Services	Classified Support-Regular	Assistant, Health	0.3750		Health assistant	10,563
4	2	Sup & Conc	Instruction	Other Classified-Supplemental				Classified supplemental	3,230
4	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting	2,114
4	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Translating	997
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Food for Parent Meetings/Events	1,700
Total									\$18,604

Domain	□	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	□	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	■	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 5	<p><i>Detail the action:</i> Bakman will implement a comprehensive system of support that will include awareness of the importance of redesignation, CELDT 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.</p>					
<p><i>SQII Element:</i> Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of</p>		<p><i>SQII Sub-element(s):</i> 6017, 5990, 5968, 6338, 6318</p>		<p><i>Site Growth Target:</i> 45%</p>		<p><i>Vendor (contracted services) Office Depot</i></p>

spring semester and are redesignated within 365 days. #5968		
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-17 school year the number and percentage of English Learner 1st grade-6th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days will be 35% as evidenced by the CELDT and DRP 1, 2 and 3.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Progress Monitoring: (Include all interim monitoring evidence points)</p> <p>Owner/Timeline</p> <ul style="list-style-type: none"> • Consistent analysis of English Learner students’ academic performance data • Consistent analysis of English Learner students’ performance during Common Core Reading instruction and ELD. • Identify Target students for Redesignation in current year and for the following year. • ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students • Conduct CELDT chats fall, mid-year, and spring to coincide with CELDT, DRP and state testing. • Data Sharing with all stakeholders at all Redesignation windows • EL Student Progress Data will be analyzed in ACs to coincide with CELDT and DRP testing results. • Report out and share EL student performance data at Regional Cycles of Review, several times during the year. • Provide feedback utilizing the IPG 	<p><i>Owner(s)</i></p> <p><i>Principal/VP</i></p> <p><i>Teachers</i></p> <p><i>CTs</i></p> <p><i>TSA</i></p>	<p><i>Timeline</i></p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Letters and notices sent home to parents to inform about CELDT, strategies they could use at home and the importance of students getting redesignated by 6th grade. • Consistently communicate to parents regarding the importance of Redesignation by 6th grade and A-G courses. Forums will include: Back to School Night, ELAC, SSC, etc. • Review and Provide student EL profiles to parents at appropriate forums. • Parent Nights to provide strategies for parents to implement at home. 		

<ul style="list-style-type: none"> • Parent Portal • Edutext
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • PL by ELL services as needed • Teachers’ Professional Learning –CELDT/CELDT Prep/ EL Redesignation Goal Setting Tool/EL Student Profile. • ELA/ELD Framework/ELD Standards • Integrated/Designated ELD Instruction • EL instructional program, instruction and monitoring. • Strategies: Reconstruction/Deconstruction (Regional Professional Learning) • Plan all content areas in tandem with the ELD standards. • PL on integrating curriculum and strategies to students at different ELD levels.
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Daily English Language Development for a minimum of 30 minutes for all EL students. • Provide CELDT assessors to assess students during CELDT window • Provide materials and supplies • Provide for translating for Parent meetings • Provide CTs for ELLs in Learning Lab <p><i>Specify additional targeted actions for EL students:</i></p>

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875		CT for Learning Lab	17,098
5	3	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2500		CT for Learning Lab	22,800
5	3	EL	Instruction	Materials & Supplies				materials and supplies for ELLs	4,501
5	3	EL	Instruction	Direct-Other (Dr)				CELDT assessors charges by REA	2,500
Total									\$46,899

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time. District Support Services:

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Bakman - 0535

ON-SITE ALLOCATION

3010	Title I	\$65,428 *
7090	LCFF Supplemental & Concentration	\$198,298
7091	LCFF for English Learners	\$99,822
TOTAL 2016/17 ON-SITE ALLOCATION		\$363,548

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,423
Remaining Title I funds are at the discretion of the School Site Council	\$64,005
Total Title I Allocation	\$65,428

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0535 Bakman Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			: Vendor Starfall Vendor	450.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies, etc.	10,938.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	3,000.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,000.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			materials and supplies for parent participation	600.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.313	TSA	38,053.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188	CT for Learning Lab	17,098.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188	CT for Learning Lab	18,394.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Grade Level Planning Days/SSTs	22,850.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts-tutoring	10,462.00
1	1	Sup & Conc	Instruction	Mat & Supp			Xerox paper, journaling, writing books, etc.	16,885.00
1	1	Sup & Conc	Instruction	Direct Trans			Transportation; academic study trips	4,200.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance	3,500.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office equipment lease	8,500.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.249	CT for Learning Lab	24,389.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.250	CT for Learning Lab	22,800.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.188	TSA	22,832.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies, etc.	11,585.00
2	1	Sup & Conc	Instruction	Mat & Supp			: provide materials and supplies (math journals, pencils, etc.)	9,152.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On site Counseling	9,000.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	2-Resource Counseling Assistant; Cub House	14,295.00
3	2	Sup & Conc	Instruction	Direct-Graph			Graphics -certificates, posters, charts, etc.	2,500.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			On site counseling-2% REA Evaluation Fee	418.00
3	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On-site counseling	13,900.00
3	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			2 Noontime Assistants x 2 hrs/day x 180 days x \$9.75/hr	8,244.00
4	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translating	997.00
4	2	Title 1 Basic	Health Services	Cls Sup-Reg	Assistant, Health	0.375	Health assistant	10,563.00
4	2	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental	3,230.00
4	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting	2,114.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			: Food for Parent Meetings/Events	1,700.00
5	3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188	CT for Learning Lab	17,098.00
5	3	EL	Instruction	Teacher-Regu	Tutor	0.250	CT for Learning Lab	22,800.00
5	3	EL	Instruction	Mat & Supp			materials and supplies for ELLs	4,501.00
5	3	EL	Instruction	Direct-Other			CELDT assessors charges by REA	2,500.00

\$363,548.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,428.00
Sup & Conc	7090	\$198,298.00
EL	7091	\$99,822.00
Grand Total		\$363,548.00

Domain Totals	Budget Totals
Academic	\$249,688.00
Culture & Climate	\$46,899.00
Social/Emotional	\$66,961.00
Grand Total	\$363,548.00

E.1. Assurances

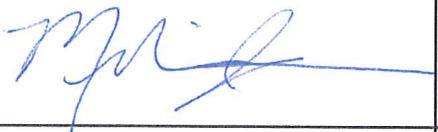

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. 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 - Joshua Her			X		
3. Miranda Kingsby		X			
4. Diana Jackson		X			
5. Cher Xiong		X			
6. Rochelle Cantu				X	
7. Patrick Ortiz				X	
8. Karen Chavez				X	
9. Maria Fugman				X	
10. Irma Lopez				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee. <input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.					

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Melissa Jones		4/1/16
SSC Chairperson	Joshua Her		4/1/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws