

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bacich Elementary School	21 65334 6024319	May 22, 2023	June 13, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Additional Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Bacich Elementary School is dedicated to serving all our students and closing the opportunity gap. We care about the whole child and pledge to continue to integrate social emotional skills and social justice curriculum in all we do. This SPSA plan calls out specific goals and strategies/actions that compliments the Kentfield School District’s LCAP. With the implementation of these goals and actions, our English Learners, students in special education, students of color and students who are socio economically disadvantaged will show accelerated growth. All students will be challenged to meet proficiency standards and be offered differentiated instruction to meet their specific learning and social emotional needs. To track student growth, students in grades second, third and fourth will be assessed three times per year using the MAP growth assessment and local benchmark assessments. As a summative assessment, third and fourth grade students will also take the end of the year CAASPP assessment. Students in grades Transitional Kindergarten, Kindergarten and first grade will also be assessed in reading, writing and math to demonstrate proficiency on the grade level standards using assessments such as ESGI, MAP growth and local benchmarks. The data from these assessments will inform instruction for students to support proficiency in grade level standards. We will also use anecdotal, student information system data (AERIES) and YouthTruth survey to inform school climate and behavioral patterns.

Student subgroup data will be disaggregated in areas of strengths and weakness in order to address student needs through our MTSS program. We will focus on Tier 1 and Tier 2 classroom instruction as well as Tier 2 and 3 push in and pull out interventions. We intend to further advance our teachers’ capacity through professional learning in the science of reading, culturally responsive teaching, differentiated instruction and integrated English language development. Parents are viewed as

important partners that can be brought into the school to create a solid partnership for building community.

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Throughout the school year at several meetings, the School Site Council (SSC) reviewed current student programs and studied student data to assess our current programs and begin forming strategies and actions to be included in the new SPSA to address student needs:

September - Review 22-23 SPSA

October - Updates by Grade Level, Enrichment Team, Administration, Parents

November - Social Emotional Learning Curriculum discussion and evaluation of student needs

January - Student Data Presentation - Part I

March - Student Data Presentation - Part II; School Safety Plan Review

April - Draft SPSA Presentation and Feedback

May - Youth Truth Survey Results and Feedback; Vote on 23-24 SPSA

Feedback on the SPSA was also solicited from Grade Level Coordinators, Bacich staff, Bacich parents. Feedback from these groups was shared and discussed during the May SSC meeting.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.19%	0.18%		1	1
African American	0.5%	0.57%	0.92%	3	3	5
Asian	2.5%	2.10%	2.22%	14	11	12
Filipino	0.9%	0.38%	0.92%	5	2	5
Hispanic/Latino	15.7%	16.25%	18.3%	89	85	99
Pacific Islander	%	0.19%	0.37%		1	2
White	62.5%	66.35%	63.77%	354	347	345
Multiple/No Response	14.3%	13.96%	13.31%	81	73	72
	<b>Total Enrollment</b>			566	523	541

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	84	134
Grade 1	105	97	86
Grade 2	108	103	104
Grade 3	135	108	105
Grade 4	126	131	112
<b>Total Enrollment</b>	566	523	541

### Conclusions based on this data:

1. Bacich Elementary School is predominantly white with the next largest demographic group being Hispanic. Other groups represented are Asian, African American and Filipino. As these different groups are very small, it is the work of the Bacich staff to find ways to make connections with these students and make sure that they feel a part of the Bacich community, as well as receiving instruction in the ways that they learn. Culturally Responsive Teaching and differentiated instruction are important components of Bacich's SPSA.
2. The addition of the TK program has increased the overall enrollment numbers.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	49	57	59	8.7%	10.9%	10.9%
Fluent English Proficient (FEP)	45	40	44	8.0%	7.6%	8.1%
Reclassified Fluent English Proficient (RFEP)	19	15	12	3.3%	2.3%	2.2%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	133	112		0	108		0	108		0.0	96.4	
Grade 4	122	132		0	127		0	127		0.0	96.2	
All Grades	255	244		0	235		0	235		0.0	96.3	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.			45.37			37.04			6.48			11.11	
Grade 4		2513.			50.39			17.32			18.11			14.17	
All Grades	N/A	N/A	N/A		48.09			26.38			12.77			12.77	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		37.04			55.56			7.41		
Grade 4		38.58			53.54			7.87		
All Grades		37.87			54.47			7.66		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.96			52.78			9.26	
Grade 4		33.86			52.76			13.39	
All Grades		35.74			52.77			11.49	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.30			73.15			5.56	
Grade 4		22.05			71.65			6.30	
All Grades		21.70			72.34			5.96	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.15			66.67			10.19	
Grade 4		22.05			66.93			11.02	
All Grades		22.55			66.81			10.64	

**Conclusions based on this data:**

1. Overall, on average, Bacich 3rd and 4th graders score on the average of 72% proficient in ELA. The trend shows that from 3rd to 4th grade, proficiency generally improves. In 18-19, 4th grade showed 78% of students at or above standard.
2. 88-90% of all Bacich 3rd and 4th graders are reading above, at or near grade level standard.
3. Within the ELA sub categories, Reading and Listening were the relative strengths. Writing showed the highest percent of students below standard with an average of 16.5%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	133	112		0	110		0	110		0.0	98.2	
Grade 4	122	132		0	127		0	127		0.0	96.2	
All Grades	255	244		0	237		0	237		0.0	97.1	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2489.			47.27			29.09			17.27			6.36	
Grade 4		2522.			38.58			30.71			21.26			9.45	
All Grades	N/A	N/A	N/A		42.62			29.96			19.41			8.02	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		56.36			35.45			8.18	
Grade 4		47.24			41.73			11.02	
All Grades		51.48			38.82			9.70	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.64			48.18			8.18	
Grade 4		37.01			45.67			17.32	
All Grades		40.08			46.84			13.08	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.82			55.45			2.73	
Grade 4		33.07			55.91			11.02	
All Grades		37.13			55.70			7.17	

**Conclusions based on this data:**

1. Based on 18-19 data, on average, 81% of Bacich 3rd and 4th graders are meeting or exceeding standards in Math.
2. The only visible pattern in the overall data is that in 4th grade, there is a consistent decline in the percent of students with Standard Not Met.
3. In each subcategory, there is consistency overall with above, at or near standard between 88 and 91%.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	1411.9	1449.6	*	1433.3	1462.8	*	1362.2	1418.4	10	14	17
<b>1</b>	1470.4	*	1459.9	1469.8	*	1461.0	1470.4	*	1458.3	18	10	12
<b>2</b>	*	*	*	*	*	*	*	*	*	7	5	10
<b>3</b>	*	1480.5	*	*	1489.6	*	*	1471.0	*	10	12	8
<b>4</b>	*	*	1518.3	*	*	1527.3	*	*	1508.8	6	5	12
<b>All Grades</b>										51	46	59

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	7.14	29.41	*	21.43	41.18	*	50.00	23.53	*	21.43	5.88	*	14	17
<b>1</b>	11.11	*	8.33	44.44	*	50.00	44.44	*	25.00	0.00	*	16.67	18	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	0.00	*	*	41.67	*	*	58.33	*	*	0.00	*	*	12	*
<b>4</b>	*	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12
<b>All Grades</b>	15.69	6.52	13.56	49.02	34.78	45.76	33.33	43.48	30.51	1.96	15.22	10.17	51	46	59

### 2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	7.14	41.18	*	35.71	23.53	*	42.86	23.53	*	14.29	11.76	*	14	17
<b>1</b>	16.67	*	16.67	50.00	*	41.67	33.33	*	33.33	0.00	*	8.33	18	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	25.00	*	*	58.33	*	*	16.67	*	*	0.00	*	*	12	*
<b>4</b>	*	*	50.00	*	*	33.33	*	*	16.67	*	*	0.00	*	*	12
<b>All Grades</b>	31.37	21.74	33.90	43.14	47.83	35.59	23.53	23.91	20.34	1.96	6.52	10.17	51	46	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	0.00	5.88	*	14.29	47.06	*	57.14	35.29	*	28.57	11.76	*	14	17
<b>1</b>	11.11	*	8.33	38.89	*	25.00	33.33	*	50.00	16.67	*	16.67	18	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	0.00	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
<b>4</b>	*	*	0.00	*	*	41.67	*	*	33.33	*	*	25.00	*	*	12
<b>All Grades</b>	11.76	2.17	3.39	43.14	13.04	35.59	37.25	54.35	38.98	7.84	30.43	22.03	51	46	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	14.29	52.94	*	71.43	47.06	*	14.29	0.00	*	14	17
<b>1</b>	44.44	*	33.33	55.56	*	58.33	0.00	*	8.33	18	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
<b>4</b>	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12
<b>All Grades</b>	37.25	28.26	42.37	54.90	58.70	50.85	7.84	13.04	6.78	51	46	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	14.29	35.29	*	57.14	35.29	*	28.57	29.41	*	14	17
<b>1</b>	16.67	*	8.33	83.33	*	83.33	0.00	*	8.33	18	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	41.67	*	*	58.33	*	*	0.00	*	*	12	*
<b>4</b>	*	*	33.33	*	*	66.67	*	*	0.00	*	*	12
<b>All Grades</b>	37.25	28.26	30.51	58.82	60.87	54.24	3.92	10.87	15.25	51	46	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	0.00	11.76	*	64.29	82.35	*	35.71	5.88	*	14	17
<b>1</b>	38.89	*	33.33	50.00	*	58.33	11.11	*	8.33	18	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
<b>4</b>	*	*	8.33	*	*	50.00	*	*	41.67	*	*	12
<b>All Grades</b>	15.69	0.00	11.86	74.51	60.87	66.10	9.80	39.13	22.03	51	46	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	14.29	47.06	*	35.71	29.41	*	50.00	23.53	*	14	17
<b>1</b>	11.11	*	0.00	72.22	*	83.33	16.67	*	16.67	18	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
<b>4</b>	*	*	8.33	*	*	91.67	*	*	0.00	*	*	12
<b>All Grades</b>	27.45	6.52	15.25	62.75	58.70	67.80	9.80	34.78	16.95	51	46	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>523</b>	<b>11.3</b>	<b>10.9</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bacich Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	57	10.9
<b>Foster Youth</b>		
<b>Homeless</b>	10	1.9
<b>Socioeconomically Disadvantaged</b>	59	11.3
<b>Students with Disabilities</b>	37	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	3	0.6
<b>American Indian</b>	1	0.2
<b>Asian</b>	11	2.1
<b>Filipino</b>	2	0.4
<b>Hispanic</b>	85	16.3
<b>Two or More Races</b>	73	14.0
<b>Pacific Islander</b>	1	0.2
<b>White</b>	347	66.3

**Conclusions based on this data:**

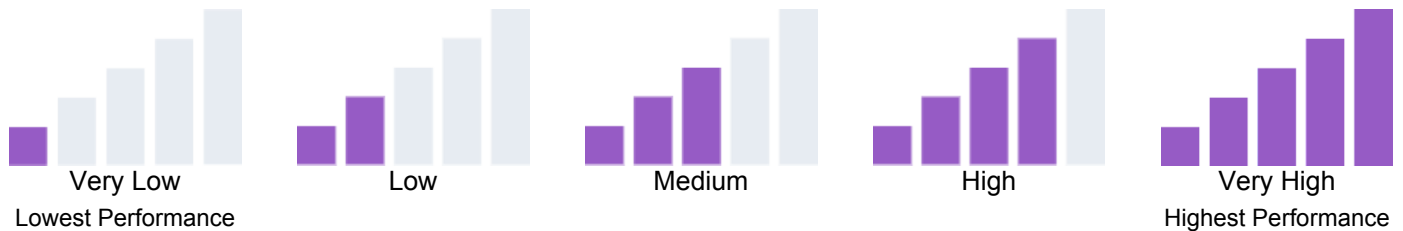
1. With nearly 10% of our students as English Learners, it is important that we plan for them and their specific needs in this site plan.
2. With almost 40% of our students with ethnicities other than white, we must be sure that our teaching is culturally responsive and we are building a community where all students feel welcome and can see themselves in our curriculum.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- Overall performance data is positive and slightly better in math than in language arts.
- Bacich was identified for ATSI for Chronic Absenteeism based on data from 2021-22, and in response we have embedded actions steps to support addressing this area of concern into the 2023-24 SPSA. We continue to adjust our monitoring efforts and communication protocols with families of chronically absent students.



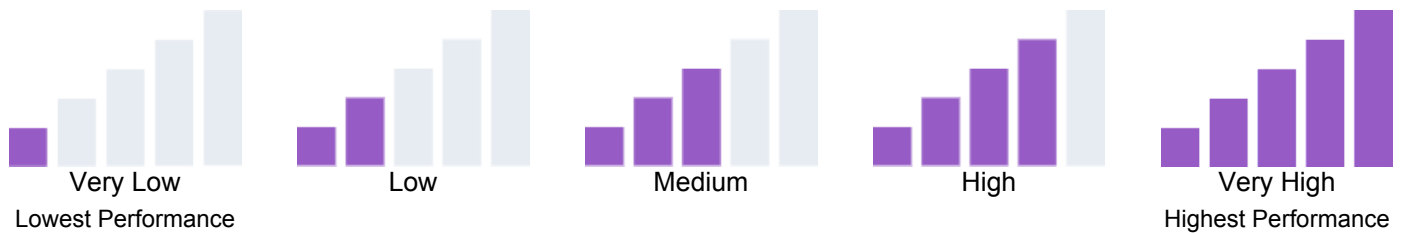


# School and Student Performance Data

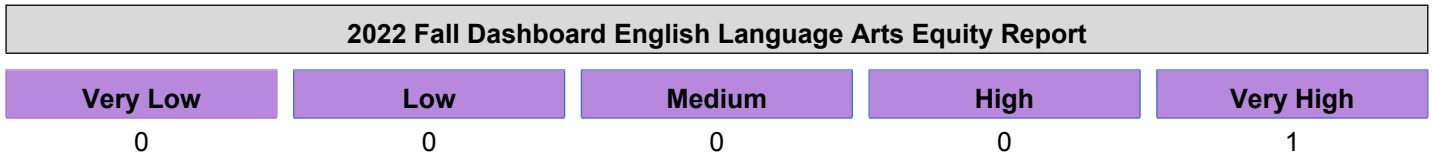
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

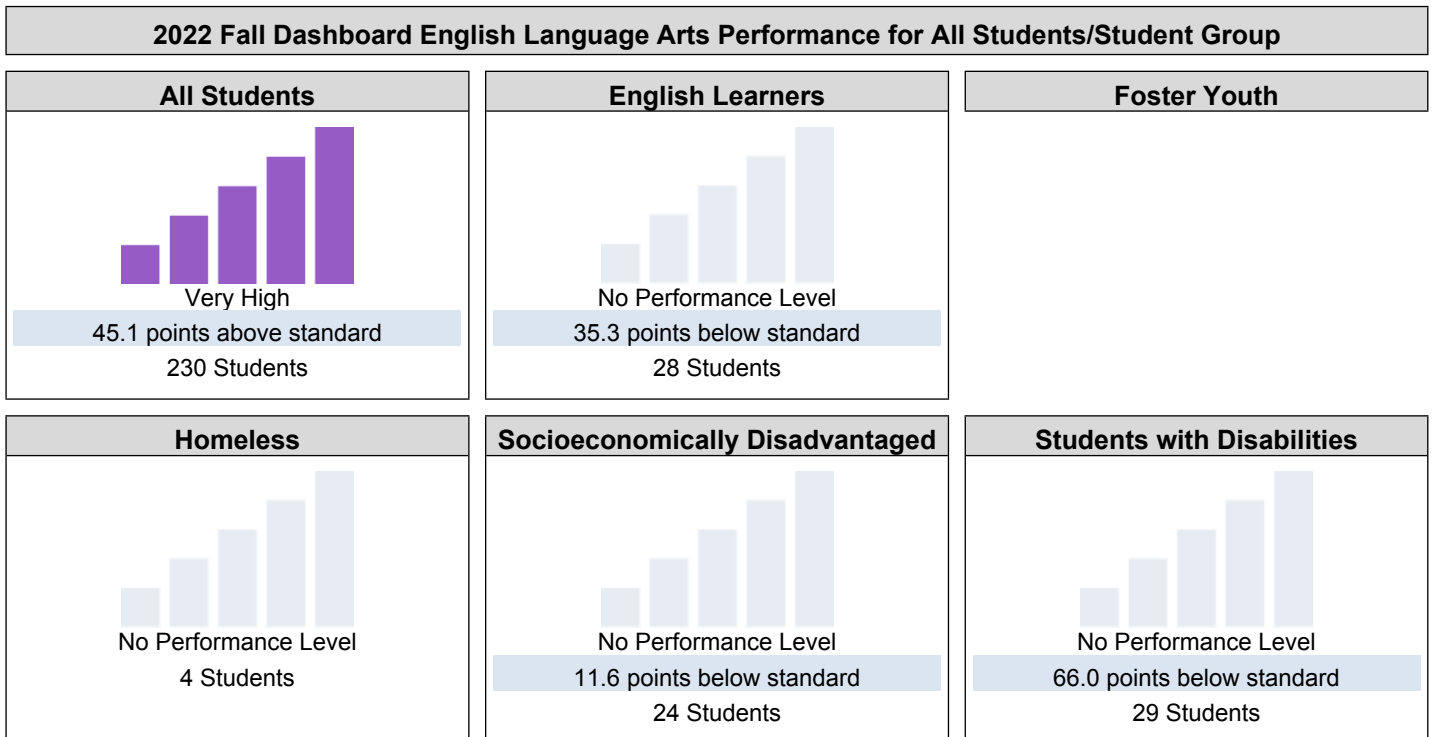
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



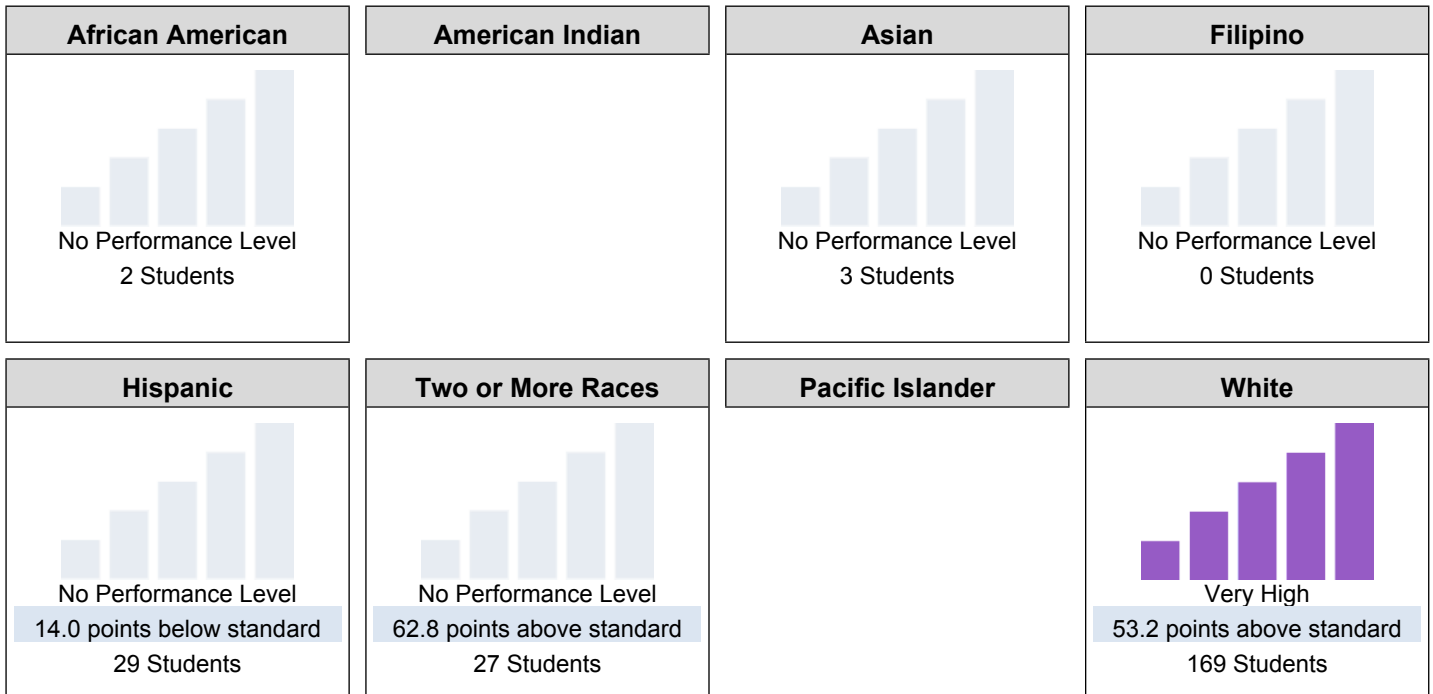
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
97.9 points below standard 15 Students	37.0 points above standard 13 Students	57.2 points above standard 194 Students

**Conclusions based on this data:**

- Overall, in English Language Arts, our students are performing 45 points above standard. Conversely, our students with disabilities are performing 58 points below standard and our English Learners, 60 points below standard. Our Hispanic students are performing 35 points below standards while our white students are 60 points above standard. It is important that school staff reflect on this data and take specific steps to address this disparity. For the 2023-24 SPSA, we have included action steps to address the needs of English Language learners with goal of improving student outcomes.
- Socioeconomically disadvantaged students performed 32 points below standard. We need to improve the ways we are serving this population.

# School and Student Performance Data

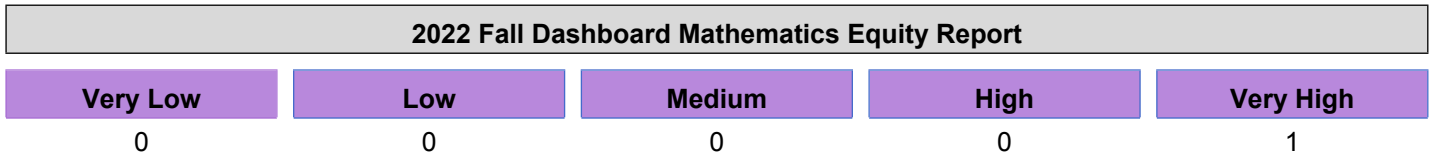
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

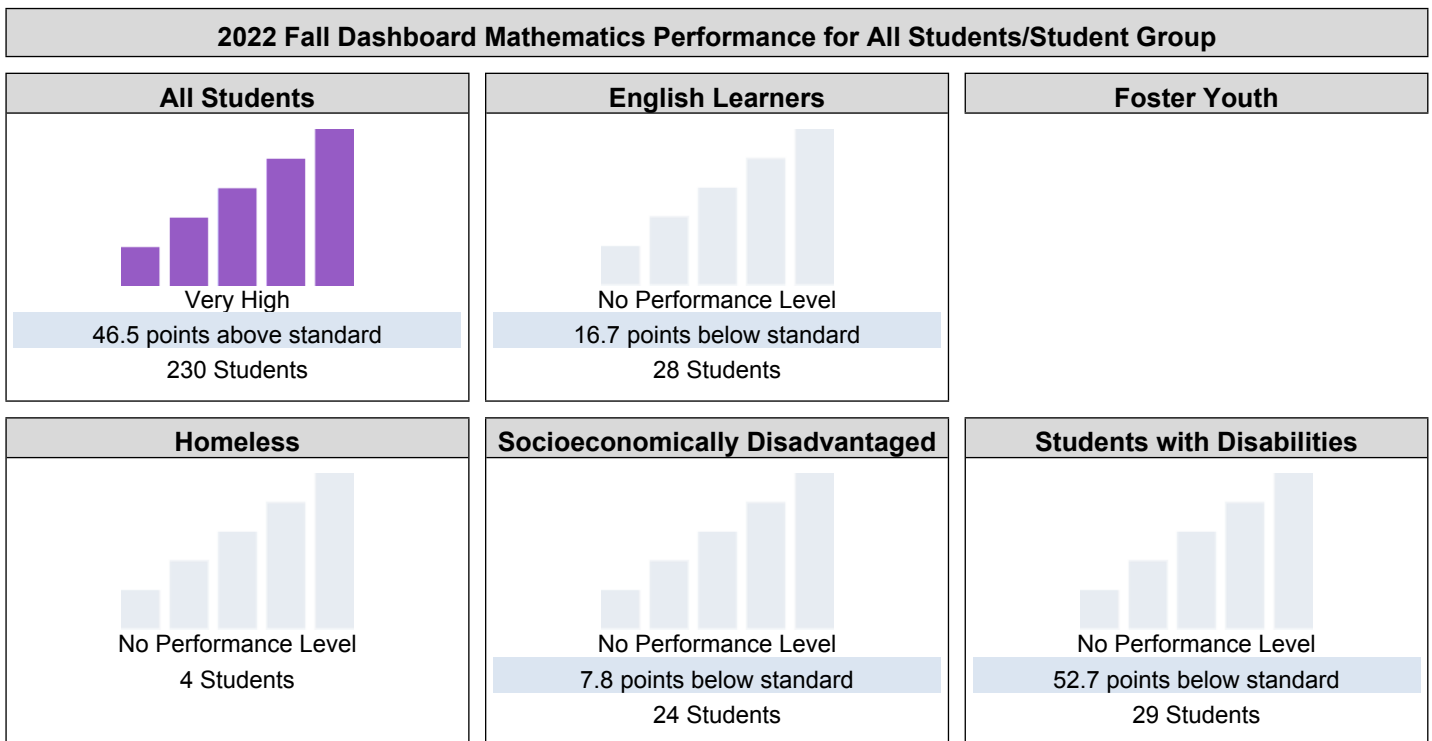
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



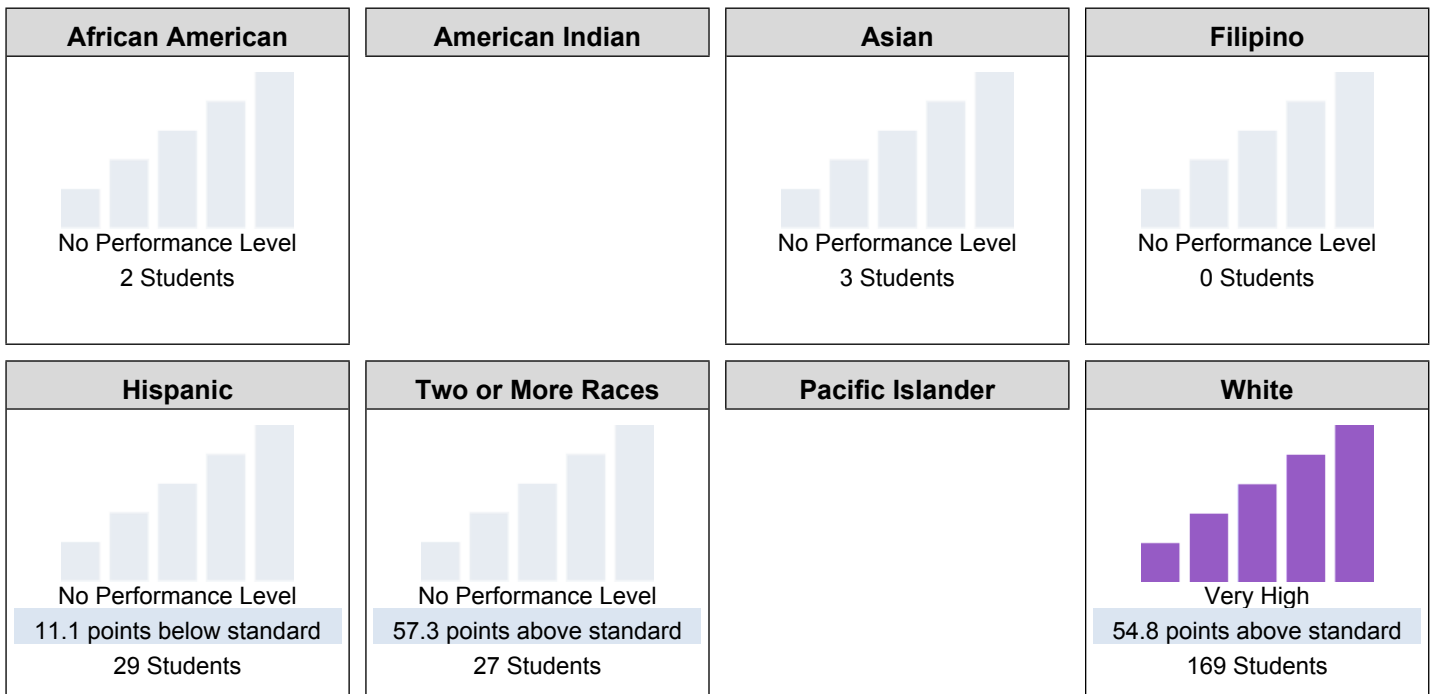
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.5 points below standard 15 Students	62.6 points above standard 13 Students	55.8 points above standard 194 Students

#### Conclusions based on this data:

- Overall, in Math, our students are performing 60 points above standard. Conversely, our students with disabilities are performing 32 points below standard and our English Learners, 38 points below standard. Our Hispanic students are performing 16 points below standards while our white students are 69 points above standard. It is important that school staff reflect on this data and take specific steps to address this disparity.
- In comparison with the ELA dashboard, overall, all students are performing better in Math.
- Socioeconomically disadvantaged students are close to grade level standard at only 5 points below standard. This is still a gap with the school average of 60 points above standard.

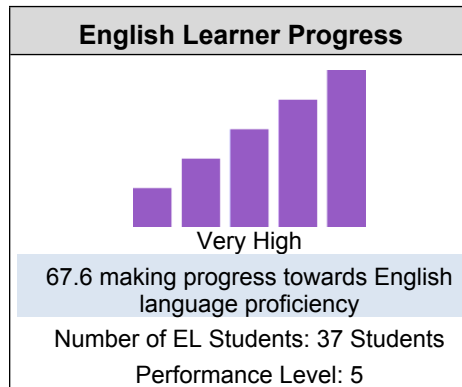
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.8%	21.6%	0.0%	67.6%

#### Conclusions based on this data:

1. In this year, no EL students progressed at least one level. 48.6% are making progress towards language proficiency. Currently, we have significantly more students progressing one level.

# School and Student Performance Data

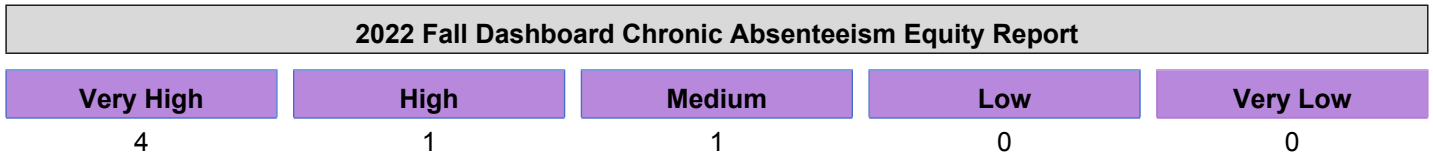
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

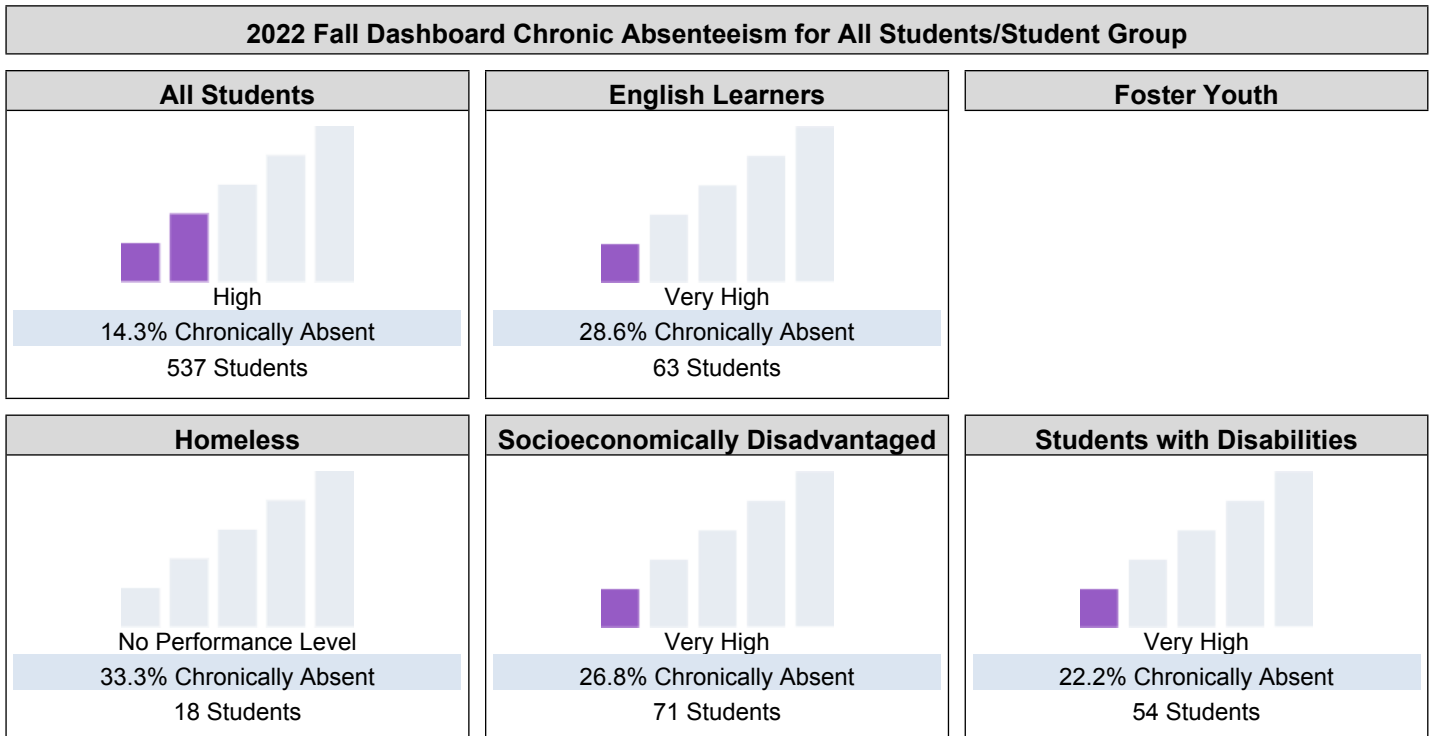
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



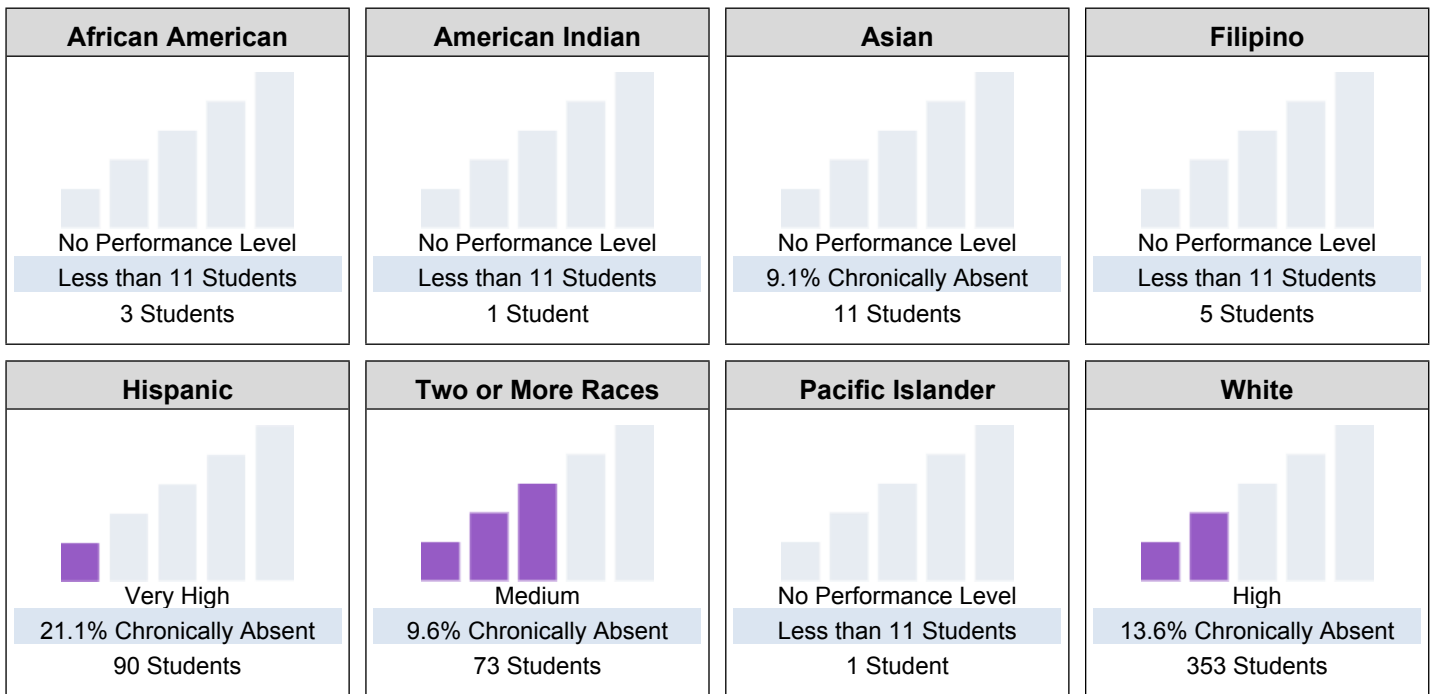
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Bacich was identified for ATSI for Chronic Absenteeism based on data from 2021-22, and in response we have embedded actions steps to support addressing this area of concern into the 2023-24 SPSA. We continue to adjust our monitoring efforts and communication protocols with families of chronically absent students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Engage, support and challenge all students to eliminate the opportunity gap.

## Goal 1

By June, 2024 all Bacich students will meet grade level standards in Mathematics as measured by site and standardized formative and summative assessments.

## Identified Need

Not all students are performing at grade level. Students who are not need supports to accelerate their learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP growth in Math, 3 times per year (2nd, 3rd and 4th grades)	22-23: MAP was given 2x in 2nd grade and 3x in 3rd and 4th grades  MAP Math - % at or above 2 - 87% 3 - 82% 4 - 91%	Students performing below grade level will meet growth targets that demonstrate an accelerated learning path. Students with an identified learning profile requiring goals and services will meet goal areas in Mathematics.
ESGI assessments (K-1)	K - 80% at or above 1 - 73% at or above	Students performing below grade level will meet growth targets that demonstrate an accelerated learning path. Students with an identified learning profile requiring goals and services will meet goal areas in Mathematics.
CAASPP (3rd and 4th)	baseline not yet available	Students meet or exceed standard in Math. Students show at least one year's growth in Math.



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

School wide Support Plan - Implement the comprehensive Multi Tiered System of Support (MTSS) plan at Bacich reflecting tier 1, tier 2 and tier 3 student support expectations, as well as processes for discussing, monitoring, and providing support for all students in mathematics.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

248,607

Source(s)

None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Differentiated Teaching- Provide training in differentiated teaching strategies for all teachers with follow up coaching support as well as time for grade level collaboration. Provide training for teachers and paraprofessionals in tier 1 and tier 2 student supports in mathematics to use during Bacich WIN (What I Need) time. Provide extension curriculum resources and strategies to teachers and paraprofessionals to support students who exceed grade level standards. Encourage cross classroom student groupings during WIN time.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

870,951

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners, students with special needs

Strategy/Activity

English Language Development - Provide training for teachers on how to integrate ELD standards into math instruction as well as how to make math accessible to students who are not yet fluent in English.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

349,694

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math Pilot - Research and attempt to pilot new curriculum for a Math adoption. The curriculum should include classroom intervention strategies and supports for emerging bilingual students as well as students with special needs. Engage the Math Committee in the pilot process.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

398,788

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students performing below grade level benchmarks

Strategy/Activity

Math Intervention - Offer math intervention before, during or after school to address specific, assessed student needs. Intervention will have clear entrance and exit criteria and student progress will be monitored.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

349,694

Source(s)

None Specified

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math Software Applications - Evaluate current Math computer applications and consider purchase of alternate software programs to support Math intervention and extension.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

398,788

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Family Engagement - Engage parents to support math practice at home. Share regular assessment results with families - MAP Growth, Module assessments, CAASPP, ESGI, etc. Ensure math homework is accessible to all students. Celebrate math as a community (math game nights, math fairs, March Mathness, etc.)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

248,607

Source(s)



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Engage, support and challenge all students to eliminate the opportunity gap.

## Goal 2

By June, 2024 all Bacich students will meet grade level standards in English Language Arts (ELA) as measured by site and standardized formative and summative assessments.

## Identified Need

Students who are reading below grade level

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Based ELA assessments 2 times per year	Percent at grade level K - 1 - 80% at or above 2 - 79% at or above 3 - 75% at or above 4 - 89% at or above	Students performing below grade level will meet growth targets that demonstrate an accelerated learning path. Students with an identified learning profile requiring goals and services will meet goal areas in English Language Arts.
MAP growth reading assessment 3 times per year	21-22: MAP was given 2x in 2nd grade and 3x in 3rd and 4th grades  MAP Reading - % at or above 2 - 78% 3 - 79% 4 - 91%	Students performing below grade level will demonstrate "high growth" on MAP.
ESGI assessment K/1	K - 78% at or above 1 - 74%	Students meet grade level standards or show growth toward these standards.
CAASPP (3rd and 4th)	Baseline not yet available	Students meet or exceed standard in reading.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

School wide Support Plan - Implement the comprehensive Multi Tiered System of Support (MTSS) plan at Bacich reflecting tier 1, tier 2 and tier 3 student support expectations, as well as processes for discussing, monitoring, and providing support for all students in English Language Arts.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

248,607

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Differentiated Teaching- Provide training in differentiated teaching strategies for all teachers with follow up coaching support as well as time for grade level collaboration. Provide training for teachers and paraprofessionals in tier 1 and tier 2 student supports in English Language Arts to use during Bacich WIN (What I Need) time. Provide extension curriculum resources and strategies to teachers and paraprofessionals to support students who exceed grade level standards. Encourage and support cross classroom student groupings during WIN time.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

870,951

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Language Development - Provide training for teachers on how to integrate ELD standards into instruction in all content areas as well as how to make reading and writing accessible to students who are not yet fluent in English.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

349,694

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reading Curriculum - Evaluate the current adopted curriculum to determine effectiveness and alignment with science of reading. Establish TK- 4 reading instruction scope and sequence. Provide teacher training and coaching support to implement current best practices for a structured literacy program. Provide grade level planning time dedicated to reading instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

398,788

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students not meeting grade level standards in reading

Strategy/Activity

Reading Intervention - Offer reading intervention before, during or after school to address specific, assessed student needs. Intervention will have clear entrance and exit criteria and students progress will be monitored. Provide training for teachers and paraprofessionals in phonics based reading intervention to implement during WIN time.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

349,694

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Literacy Software Applications - Evaluate current literacy computer applications and consider purchase of alternate software programs to support reading intervention and extension. Provide additional teacher and paraprofessional training on Lexia Core 5 and Lexia English.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

398,788

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Family Engagement - Engage parents to support reading at home. Share regular assessment results with families - MAP Growth, reading assessment data, CAASPP, ESGI, etc. Ensure reading and writing homework is accessible to all students. Celebrate reading as a community (Read-a-Thon, cross grade level reading opportunities, mystery readers, author visits, all school read, etc).

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

248,607



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Provide a safe and inclusive education environment that leverages community partnerships and supports our alignment of core values.

## Goal 3

Provide a safe and inclusive learning environment where all students experience a strong sense of belonging in alignment with the Bacich Promise.

## Identified Need

Students demonstrate need for social emotional learning skills to reduce conflict, improve behavior and emotional regulation and improve the classroom and school learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - students, staff and parents	Parents - 78% report positive "my child's learning environment is safe" Parents - 70% report positive "my child is safe from violence at school" Students - 91% report positive "my teacher cares about me" Students - 10% report positive "students behave in class" Students - 46% report positive "I like going to school" Staff - 91% report positive "there are clear rules for students against hurting others" Staff- 88% report positive "adults try to stop bullying and harassment"	Parent reports around safety will increase. Student report of student behavior and positive feeling about going to school will increase.
Community event attendance	Attendance at evening events (Back to School Family Welcome, BTSN, Open House, Pizza/Game night) was high. Principal Chats had increased attendance as the year went on and the topic area was shared	Increased attendance for all demographic groups. Increased opportunities for community events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>in advance through a direct Parent Square email communication.</p> <p>The Volunteer Tea attendance was about 60.</p> <p>Parent in Action brings in approximately 5 parents each week.</p>	
Discipline data	<p>There was an increase in relational aggression and social group conflicts, especially within groups of female students in grades 2 - 4. There were several significant incidents of physical aggression leading to suspension. There were four bullying claims, 2 investigated by an outside investigator.</p>	<p>Decrease in reports of bullying.</p> <p>Decrease in office referrals for relational and physical aggression.</p> <p>Increased use of strategies for social and emotional regulation.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Schoolwide Support Plan - Implement the comprehensive Multi Tiered System of Support (MTSS) plan at Bacich reflecting tier 1, tier 2 and tier 3 student behavior support expectations, as well as processes for discussing, monitoring, and providing behavior support for all students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

453,943

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Attendance - Monitor student attendance with a focus on students with chronic absenteeism and provide support to families of chronically absent students to improve attendance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

113,774

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Restorative Justice - Employ restorative justice practices in response to student discipline, to demonstrate a culture of learning, growth and personal responsibility. Provide staff training.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

259,305

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Social Emotional Learning Curriculum - Evaluate current Social Emotional Learning Curriculum. Implement a social emotional learning curriculum that focuses on positive behavior and provides common language between school and home. Provide teacher and paraprofessional training.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

453,943

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Anti-Bullying Curriculum- Explore the adoption of an anti-bullying curriculum. Engage the school counselor in this effort.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

453,943

Source(s)

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Curriculum Committees - Continue the work of the TEAM Committee to design and provide curriculum to support social emotional learning and well-being in the classroom. Continue the work of the Social Justice Committee to implement a TK-4 scope and sequence of social justice education and multicultural education. Engage the school counselor in this committee work. Consider combining the TEAM and Social Justice Committees into one joint committee.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

453,943

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Culturally Responsive Teaching - Provide ongoing training opportunities in Culturally Responsive Teaching practices to facilitate high expectations of all Bacich students, make learning meaningful and relevant for all students and to build community with all of our families.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

259,305

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Student Activities - Provide a variety of student activities during recess, such as game rooms, arts and crafts, interest based clubs, Green Team, Student Council, Peacemakers or Conflict Resolution Team, etc. Partner with KSPTA to provide parent volunteers to supervise student activities.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

259,305

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Community Engagement - Provide opportunities for parent involvement at school. Plan community building events such as game nights, etc. Bring in a wide range of voices through speakers from diverse backgrounds. Partner with KSPTA to provide parent education events. Provide resources to families to support Social Emotional Learning Curriculum at home.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

113,774

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Attract, retain and develop excellent and inspiring diverse teachers and staff who hold high expectations for all our students and are committed to lifelong learning.

## Goal 4

Create a work environment in which Bacich teachers and staff report high job satisfaction, consistent support for their teaching practice, and collaborative relationship with diverse colleagues and staff.

## Identified Need

Teachers experience an increased sense of stress and challenges in the profession since the onset of the Covid-19 pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site staff surveys	none - new	Teachers will report feeling supported, respected and valued by colleagues and administrators.
Youth Truth Survey - Staff	81% reported positive "staff treat each other with respect" 89% reported positive "I feel comfortable approaching other staff members if I need help solving a problem: 49% reported positive "I have access to meaningful professional development"	Percentage of teachers reporting positively will increase.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Professional Development - Design and implement a professional development plan in collaboration with teachers and staff to ensure that teachers and staff experience regular coaching and training in areas of interest and areas of need.

Teachers will revisit and recommit to the developed Core Values from 2021-22.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

398,788

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Grade Level Collaboration - Provide regular grade level collaboration time for curriculum planning and data analysis.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Wellness - Encourage personal wellness. Establish systems to monitor and support staff physical, social and emotional wellness. Provide support and care for all staff.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

49,170

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff Gatherings - Provide opportunities and space for staff to gather together (staff meetings, staff luncheons, team building activities, etc.).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

49,170

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff Check-in Meetings - Offer staff check-in meetings at least twice a year to solicit feedback and have discussions about the work environment and support for teaching practices

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

49,170

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Leadership Opportunities - Provide leadership opportunities through curriculum committee chairs positions, curriculum pilots, GLC positions, etc.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)



All students

Strategy/Activity

Bacich Core Values - Revisit Bacich Core Values and revise as needed.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 3 Other School Staff
- 9 Parent or Community Members

Name of Members	Role
Maria Martin	Principal
Gretchen Harris	Other School Staff
Hayley Moore	Classroom Teacher
Janeen Swan	Classroom Teacher
Marty Ross	Classroom Teacher
Jen Wallen	Classroom Teacher
Katy Colwell	Classroom Teacher
Ilene Braff	Other School Staff
Alle Schreiber	Parent or Community Member
Denise Strack	Parent or Community Member
Amy Wheeler	Parent or Community Member
Andrea Buccine	Parent or Community Member
Aubrey Leh	Parent or Community Member
Laura Streeter	Parent or Community Member
Brent Goldman	Parent or Community Member
Maria Sweet	Parent or Community Member
Kristen McDevitt	Parent or Community Member
Ann-Marie Skaggs	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: DELAC, Parents, Staff, Grade Level Coordinators

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 6, 2023.

Attested:



Principal, Maria Martin on June 6, 2023



SSC Chairperson, Alle Schreiber on June 6, 2023