

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bacich Elementary School	21 65334 6024319	May 6, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bacich Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Bacich Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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 complement 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 kindergarten, first, 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 will also be assessed in reading, writing and math to demonstrate proficiency on the grade level standards using local benchmark assessments. 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 Bacich Elementary 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 23-24 SPSA

November - Math Pilot presentation

January - Student Data Presentation - Part I; School Safety Plan Review

March - Update on Goal progress; Update Goals and Action Items for the 24-25 school year

April - Draft SPSA Presentation and Feedback

May - Youth Truth Survey Results and Feedback; Vote on 24-25 SPSA

June - Student Data Presentation - Part II

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism; English Learner Progress

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bacich Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.18%	0.19%	1	1	1
African American	0.57%	0.92%	2.23%	3	5	12
Asian	2.10%	2.22%	3.17%	11	12	17
Filipino	0.38%	0.92%	0.93%	2	5	5
Hispanic/Latino	16.25%	18.3%	19.74%	85	99	106
Pacific Islander	0.19%	0.37%	0.19%	1	2	1
White	66.35%	63.77%	59.59%	347	345	320
Multiple/No Response	13.96%	13.31%	13.97%	73	72	75
Total Enrollment				523	541	537

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	84	134	130
Grade 1	97	86	108
Grade 2	103	104	89
Grade3	108	105	108
Grade 4	131	112	102
Total Enrollment	523	541	537

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 UTK program has increased the overall enrollment numbers.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	57	59	59	8.7%	10.9%	11.0%
Fluent English Proficient (FEP)	40	44	39	8.0%	7.6%	7.3%
Reclassified Fluent English Proficient (RFEP)	15	12		3.3%	2.3%	

Conclusions based on this data:

1. Bacich serves between 50-60 students who are English Learners each year. All teachers need to be providing integrated ELD instruction daily to serve these students. All English Learners should also receive designated ELD.
2. Reclassification rates fluctuate yearly depending on the number of English Learners in each grade level.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	106	0	108	104	0	108	104	0.0	96.4	98.1
Grade 4	122	132	113	0	127	112	0	127	112	0.0	96.2	99.1
All Grades	255	244	219	0	235	216	0	235	216	0.0	96.3	98.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2456.		45.37	40.38		37.04	20.19		6.48	23.08		11.11	16.35
Grade 4		2513.	2541.		50.39	61.61		17.32	15.18		18.11	12.50		14.17	10.71
All Grades	N/A	N/A	N/A		48.09	51.39		26.38	17.59		12.77	17.59		12.77	13.43

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	31.73		55.56	61.54		7.41	6.73
Grade 4		38.58	48.21		53.54	43.75		7.87	8.04
All Grades		37.87	40.28		54.47	52.31		7.66	7.41

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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	27.88		52.78	52.88		9.26	19.23
Grade 4		33.86	37.50		52.76	53.57		13.39	8.93
All Grades		35.74	32.87		52.77	53.24		11.49	13.89

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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	15.38		73.15	71.15		5.56	13.46
Grade 4		22.05	27.68		71.65	66.96		6.30	5.36
All Grades		21.70	21.76		72.34	68.98		5.96	9.26

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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	21.15		66.67	66.35		10.19	12.50
Grade 4		22.05	33.04		66.93	59.82		11.02	7.14
All Grades		22.55	27.31		66.81	62.96		10.64	9.72

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Conclusions based on this data:

- Overall, 70% Bacich 3rd and 4th graders exceed and/or meet ELA standards. An additional 18% nearly met the standard. The trend shows that from 3rd to 4th grade, proficiency generally improves and the number of students not meeting standard decreases.
- 92% of all Bacich 3rd and 4th graders are reading above, at or near grade level standard.
- Within the ELA sub categories, Reading and Research/Inquiry were the relative strengths. Writing showed the highest percent of students below standard with 13.89% not meeting standard. This is an increase from 21-22 in which 11.49 % of students did not meet the writing standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	106	0	110	104	0	110	104	0.0	98.2	98.1
Grade 4	122	132	113	0	127	113	0	127	113	0.0	96.2	100.0
All Grades	255	244	219	0	237	217	0	237	217	0.0	97.1	99.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2482.		47.27	42.31		29.09	29.81		17.27	18.27		6.36	9.62
Grade 4		2522.	2563.		38.58	56.64		30.71	26.55		21.26	15.04		9.45	1.77
All Grades	N/A	N/A	N/A		42.62	49.77		29.96	28.11		19.41	16.59		8.02	5.53

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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	51.92		35.45	37.50		8.18	10.58
Grade 4		47.24	61.95		41.73	32.74		11.02	5.31
All Grades		51.48	57.14		38.82	35.02		9.70	7.83

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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	45.19		48.18	45.19		8.18	9.62
Grade 4		37.01	56.64		45.67	40.71		17.32	2.65
All Grades		40.08	51.15		46.84	42.86		13.08	5.99

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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	36.54		55.45	60.58		2.73	2.88
Grade 4		33.07	55.75		55.91	41.59		11.02	2.65
All Grades		37.13	46.54		55.70	50.69		7.17	2.76

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Conclusions based on this data:

1. In 2022-23, 50% of Bacich 3rd and 4th graders exceeded standards in Math. This is an increase from the previous year in which 43% exceeded the math standards.
2. There was a significant decline in the percentage of fourth grade students who did not meet the overall math standard. In 22-23 1.77% of students did not meet the standard. The previous year (21-22), 9.45% of 4th graders did not meet the standard.
3. In each subcategory, there was an increase in the percent of students who exceeded the standards and a decrease in the percentage of students who did not meet the standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.9	1449.6	1462.5	1433.3	1462.8	1463.5	1362.2	1418.4	1459.6	14	17	19
1	*	1459.9	1446.9	*	1461.0	1468.9	*	1458.3	1424.5	10	12	11
2	*	*	1496.5	*	*	1490.6	*	*	1502.1	5	10	12
3	1480.5	*	1478.0	1489.6	*	1483.7	1471.0	*	1471.9	12	8	12
4	*	1518.3	*	*	1527.3	*	*	1508.8	*	5	12	9
All Grades										46	59	63

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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		
	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
K	7.14	29.41	31.58	21.43	41.18	47.37	50.00	23.53	21.05	21.43	5.88	0.00	14	17	19
1	*	8.33	9.09	*	50.00	36.36	*	25.00	27.27	*	16.67	27.27	*	12	11
2	*	*	8.33	*	*	75.00	*	*	16.67	*	*	0.00	*	*	12
3	0.00	*	0.00	41.67	*	33.33	58.33	*	58.33	0.00	*	8.33	12	*	12
4	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
All Grades	6.52	13.56	14.29	34.78	45.76	47.62	43.48	30.51	30.16	15.22	10.17	7.94	46	59	63

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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		
	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
K	7.14	41.18	36.84	35.71	23.53	36.84	42.86	23.53	26.32	14.29	11.76	0.00	14	17	19
1	*	16.67	27.27	*	41.67	36.36	*	33.33	36.36	*	8.33	0.00	*	12	11
2	*	*	16.67	*	*	75.00	*	*	8.33	*	*	0.00	*	*	12
3	25.00	*	16.67	58.33	*	41.67	16.67	*	41.67	0.00	*	0.00	12	*	12
4	*	50.00	*	*	33.33	*	*	16.67	*	*	0.00	*	*	12	*
All Grades	21.74	33.90	26.98	47.83	35.59	47.62	23.91	20.34	25.40	6.52	10.17	0.00	46	59	63

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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		
	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
K	0.00	5.88	21.05	14.29	47.06	31.58	57.14	35.29	36.84	28.57	11.76	10.53	14	17	19
1	*	8.33	0.00	*	25.00	27.27	*	50.00	18.18	*	16.67	54.55	*	12	11
2	*	*	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	*	12
3	0.00	*	0.00	0.00	*	16.67	75.00	*	41.67	25.00	*	41.67	12	*	12
4	*	0.00	*	*	41.67	*	*	33.33	*	*	25.00	*	*	12	*
All Grades	2.17	3.39	9.52	13.04	35.59	28.57	54.35	38.98	36.51	30.43	22.03	25.40	46	59	63

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	14.29	52.94	47.37	71.43	47.06	42.11	14.29	0.00	10.53	14	17	19
1	*	33.33	63.64	*	58.33	36.36	*	8.33	0.00	*	12	11
2	*	*	25.00	*	*	75.00	*	*	0.00	*	*	12
3	16.67	*	8.33	58.33	*	58.33	25.00	*	33.33	12	*	12
4	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*
All Grades	28.26	42.37	31.75	58.70	50.85	57.14	13.04	6.78	11.11	46	59	63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	14.29	35.29	42.11	57.14	35.29	52.63	28.57	29.41	5.26	14	17	19
1	*	8.33	9.09	*	83.33	63.64	*	8.33	27.27	*	12	11
2	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12
3	41.67	*	41.67	58.33	*	58.33	0.00	*	0.00	12	*	12
4	*	33.33	*	*	66.67	*	*	0.00	*	*	12	*
All Grades	28.26	30.51	39.68	60.87	54.24	53.97	10.87	15.25	6.35	46	59	63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	0.00	11.76	21.05	64.29	82.35	68.42	35.71	5.88	10.53	14	17	19
1	*	33.33	27.27	*	58.33	18.18	*	8.33	54.55	*	12	11
2	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
3	0.00	*	0.00	41.67	*	33.33	58.33	*	66.67	12	*	12
4	*	8.33	*	*	50.00	*	*	41.67	*	*	12	*
All Grades	0.00	11.86	19.05	60.87	66.10	50.79	39.13	22.03	30.16	46	59	63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	14.29	47.06	52.63	35.71	29.41	47.37	50.00	23.53	0.00	14	17	19
1	*	0.00	0.00	*	83.33	63.64	*	16.67	36.36	*	12	11
2	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12
3	0.00	*	16.67	83.33	*	66.67	16.67	*	16.67	12	*	12
4	*	8.33	*	*	91.67	*	*	0.00	*	*	12	*
All Grades	6.52	15.25	28.57	58.70	67.80	57.14	34.78	16.95	14.29	46	59	63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Listening Domain is an area of strength for our EL students.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
541	13.9	10.9	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	10.9
Foster Youth		
Homeless	15	2.8
Socioeconomically Disadvantaged	75	13.9
Students with Disabilities	40	7.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	1	0.2
Asian	12	2.2
Filipino	5	0.9
Hispanic	99	18.3
Two or More Races	72	13.3
Pacific Islander	2	0.4
White	345	63.8

Conclusions based on this data:

1. With nearly 11% 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Orange	Suspension Rate Yellow
Mathematics Blue		
English Learner Progress Orange		

Conclusions based on this data:

1. Overall performance data is positive. Both math and language arts are in the blue.
2. 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 and we are seeing improved data as a result.

-
-
3. We continue to see suspensions due to extreme and unsafe behavior in which, after intervention and support, a student continues to engage in unsafe physically aggressive behavior toward adults and students. Suspension is always a last resort. We have implemented a new social emotional learning curriculum as part of our efforts to improve behavior overall. We have improved data collection on behavior incidents.

School and Student Performance Data

Academic Performance English Language Arts

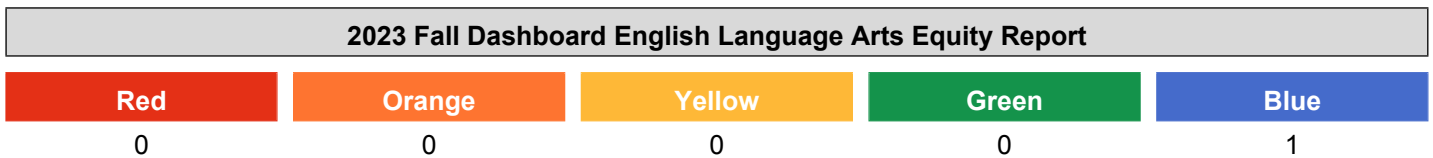
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 49.2 points above standard Increased +4.1 points 212 Students	English Learners 40.7 points below standard Decreased -5.4 points 24 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged 46.2 points below standard Decreased Significantly -34.5 points 29 Students	Students with Disabilities 54 points below standard Increased +13.9 points 25 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
18.5 points below standard Decreased -4.5 points 35 Students	36.2 points above standard Decreased Significantly - 26.5 points 29 Students	 No Performance Color 0 Students	 Blue 66.1 points above standard Increased +13 points 141 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.4 points below standard Increased Significantly +19.4 points 18 Students	Less than 11 Students 6 Students	57.9 points above standard Maintained +0.6 points 174 Students

Conclusions based on this data:

- Overall, in English Language Arts, our students are performing nearly 50 points above standard. Conversely, our students with disabilities are performing 54 points below standard and our English Learners, 40 points below standard. Our Hispanic students are performing 18.5 points below standards while our white students are 66 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 and the 24-25 SPSA, we have included specific action steps to address the needs of English Language learners with goal of improving student outcomes.
- Socioeconomically disadvantaged students performed 46.2 points below standard. We need to improve the ways we are serving this population.

School and Student Performance Data

Academic Performance Mathematics

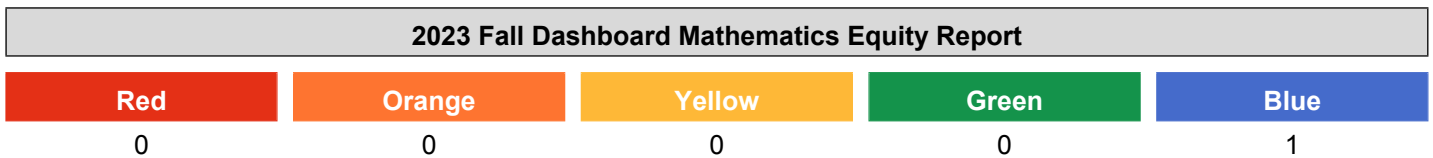
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 63.4 points above standard Increased Significantly +16.9 points 212 Students	English Learners 4.9 points below standard Increased +11.8 points 24 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged 11 points below standard Decreased -3.2 points 29 Students	Students with Disabilities 12.2 points below standard Increased Significantly +44 points 25 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
2.5 points above standard Increased +13.6 points 35 Students	59.6 points above standard Maintained +2.3 points 29 Students	 No Performance Color 0 Students	 Blue 75.7 points above standard Increased Significantly +20.9 points 141 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.8 points below standard Increased Significantly +46.7 points 18 Students	Less than 11 Students 6 Students	69.8 points above standard Increased +14 points 174 Students

Conclusions based on this data:

1. Overall, in Math, our students are performing 63.4 points above standard. All student groups increased from the prior year, with the exception of socioeconomically disadvantaged students. We need to continue to implement intentional strategies to close opportunity gaps.
2. In comparison with the ELA dashboard, overall, all students are performing better in Math.
3. Students with disabilities, socio-economically disadvantaged students and English learners performed below standard. However, EL students increased by 11 points and are now only 4.9 points below standard..

School and Student Performance Data

Academic Performance English Learner Progress

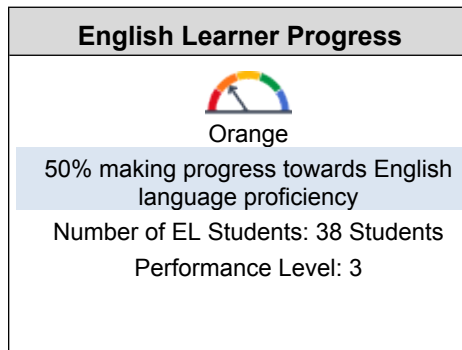
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 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.

2023 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
13	6	0	19

Conclusions based on this data:

1. We recently changed the way in which we provide designated ELD instruction to our EL students. In the 23-24 school year, we are seeing incredible gains for our EL students with 27 students achieving a level 4 score on the summative ELPAC.
2. We need to continue to provide professional development for our general education teachers to be able to regularly use ELD strategies in the classroom.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 14.6% Chronically Absent Maintained 0.3 555 Students	 Orange 27% Chronically Absent Declined -1.6 63 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
25% Chronically Absent Declined -8.3 16 Students	 Red 26.5% Chronically Absent Maintained -0.3 83 Students	 Red 24.1% Chronically Absent Increased 1.9 54 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	7.7% Chronically Absent Declined -1.4 13 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13% Chronically Absent Declined -8.1 100 Students	 Orange 17.9% Chronically Absent Increased 8.4 78 Students	Less than 11 Students 2 Students	 Orange 13.2% Chronically Absent Maintained -0.4 348 Students

Conclusions based on this data:

1. Bacich was identified for ATSI for Chronic Absenteeism based on data from 2021-22 and 2022-23, 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.
2. Students with disabilities and socioeconomically disadvantaged students have the highest absenteeism rates. We will continue to make this an area of focus for the 2024-25 SPSA.
3. The absenteeism rates among Hispanic students declined.

School and Student Performance Data

Conditions & Climate Suspension Rate

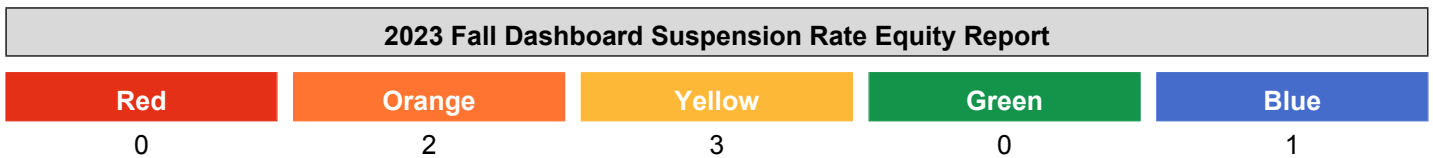
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Increased 0.7 556 Students</td> </tr> </tbody> </table>	All Students	 Yellow	0.9% suspended at least one day	Increased 0.7 556 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -1.6 64 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -1.6 64 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
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Students with Disabilities													
 Orange													
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	7.7% suspended at least one day Increased 7.7 13 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1% suspended at least one day Increased 1 101 Students	 Yellow 1.3% suspended at least one day Maintained -0.1 78 Students	Less than 11 Students 2 Students	 Yellow 0.6% suspended at least one day Increased 0.6 348 Students

Conclusions based on this data:

- Overall, we have low rates of suspension, indicating strong intervention and response to behavior.
- Students with disabilities increased from 0 to 5.6%. We will continue to implement behavior plans and work closely with special education staff to meet the needs of students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

By June, 2025 all Bacich students will meet grade level standards in Mathematics as measured by site and standardized formative and summative assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP growth in Math, 3 times per year (K, 1st, 2nd, 3rd and 4th grades)	23-24: MAP was given 3x for all students K - 4th grade. MAP Math - % at or above K- 91% 1- 72% 2 - 86% 3 - 87% 4 - 92%	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.
		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)	22-23 data: 3rd- 72% met or exceeded the standard 4th- 83% met or exceeded the standard	Students meet or exceed standard in Math. Students show at least one year's growth in Math.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Schoolwide 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. Recommend students for math intervention services through the MTSS process based on assessment data.	All students	None Specified
1.2	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.	All students	
1.3	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.	English learners, students with special needs	
1.4	Math Pilot - Extend the math pilot during the 2024/25 school year to identify a new curriculum for a Math adoption. The curriculum should include classroom intervention strategies and support for emerging bilingual students as well as students with special needs. Engage the Math Committee in the pilot process.	All students	
1.5	Math Intervention - Continue implementation of math intervention curriculum to address specific, assessed student needs. Intervention will have clear entrance and exit criteria and student progress will be monitored.	Students performing below grade level benchmarks	None Specified
1.6	Math Software Applications - Evaluate current Math computer applications and consider purchase of alternate software programs to support Math intervention and extension.	All students	

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

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we have made progress on the implementation of this goal. We engaged in a math pilot, which did not identify a math curriculum to recommend for adoption. Several teachers were trained on the new math intervention curriculum, but we were unable to train paraprofessionals this year. We will continue to refine and improve the support offered to students during WIN time.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

By June, 2025 all Bacich students will meet grade level standards in English Language Arts (ELA) as measured by site and standardized formative and summative assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students who are reading below grade level

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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	MAP Reading - % at or above K - 86% 1 - 74% 2 - 84% 3 - 73% 4 - 90%	Students performing below grade level will demonstrate "high growth" on MAP.
CAASPP (3rd and 4th)	22 -23 Data: 3rd Grade - 60% met or exceeded 4th Grade - 77% met or exceeded	Students meet or exceed standard in reading.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Schoolwide 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. Recommend students for reading intervention services through the MTSS process based on assessment data.	All students	
2.2	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.	All students	
2.3	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.	English Language Learners	
2.4	Reading Curriculum Pilot - Implement structured literacy ELA curriculum to pilot during the 2024/25 school year to determine a new curriculum for an ELA adoption. The curriculum should include classroom intervention strategies and support for emerging bilingual students as well as students with special needs. Engage the ELA Committee and Literacy Team in the pilot process.	All students	
2.5	Literacy Coaching - Continue to 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.	All students	
2.6	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	Students not meeting grade level standards in reading	

	progress will be monitored. Provide training for teachers and paraprofessionals in phonics based reading intervention to implement during WIN time.		
2.7	Literacy Software Applications - Evaluate current literacy computer applications and consider purchase of alternate software programs to support reading intervention and extension.	All students	
2.8	Family Engagement - Engage parents to support reading at home. Share regular assessment results with families - MAP Growth, reading assessment data, CAASPP, 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).	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The professional development offered to teachers has been supportive of our efforts to improve outcomes for students in reading. We are now positioned to pilot science of reading based reading curriculum in the coming school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will begin to use Dibels mClass assessment data to monitor student progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and inclusive education environment for students, staff and parent/caregiver community in alignment with KSD core beliefs.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - students, staff and parents	Parents - 77% report positive "my child's learning environment is safe" Parents - 50% report positive "my child is safe from bullying at school" Students - 57% report positive "I can be myself at school" Students - 71%% report positive "students feel safe at school" Students - 38% report positive "I like going to school" Staff - 54% report positive "students are safe from bullying" Staff- 81% 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 varying attendance levels throughout the year with low attendance the norm. The parent/caregiver attendance was robust. Parent in Action brings in approximately 5 parents each week.	Increased attendance for all demographic groups. Increased opportunities for community events.

	Parent volunteers on campus increased with new opportunities such as lunch, mystery readers, and garden. Attendance during grade level concerts remains strong.	
Discipline data	<p>There was a significant decrease in claims of bullying. Overall, behavior incidents decreased from 22/23 to 23/24.</p> <p>22/23 behavior referrals: K - 21 1st - 22 2nd - 25 3rd - 32 4th - 32</p> <p>23/24 behavior referrals: K - 14 1st - 18 2nd - 8 3rd - 15 4th - 18</p>	Decrease in reports of bullying. Decrease in office referrals for relational and physical aggression. Increased use of strategies for social and emotional regulation.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All students	
3.2	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. Honor students with positive attendance records.	All students	
3.3	Restorative Discipline - Employ restorative justice practices in response to student discipline, to demonstrate a culture of learning, growth and personal responsibility. Work with staff to establish clear responses to unexpected student behavior. Provide staff training.	All students	

3.4	Social Emotional Learning Curriculum - Continue implementation of the Toolbox Project social emotional learning curriculum. Continue to focus on positive behavior and provide common language between school and home. Provide teacher and paraprofessional training.	All students	
3.5	Anti-Bullying Curriculum - Explore the adoption of an anti-bullying curriculum and school wide initiatives. Engage the school counselor in this effort.	All students	
3.6	TEAM Time - Provide social emotional and social justice lessons and activities during TEAM time to support social emotional learning and well-being in the classroom. Engage the school counselor and school psychologist in this work.	All students	
3.7	Social Justice - Continue the work of the Social Justice Committee to implement a TK-4 scope and sequence of social justice education and multicultural education. Consider developing criteria to audit current curricular materials through an equity lens. Consider creating a Bacich SLAM (Student Leaders Anti-Racism Movement) group and/or incorporate anti-racism lessons into TEAM time. Engage the school counselor and school psychologist in this work.	All students	
3.8	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.	All Students	
3.9	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.	All students	
3.10	Relationships - Emphasize the importance of student-to-teacher relationships and prioritize time to establish rapport, build trust and form bonds. Nurture student-to-student relationships. Provide opportunities in class for students to work with peers.	All students	
3.11	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, Bacich	All students	

	ELAC, and KSD DELAC, to provide parent education events. Provide resources to families to support Social Emotional Learning Curriculum at home.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The attendance monitoring improved attendance for many student and overall reduced chronic absenteeism rates. We will continue to increase our monitoring efforts to further reduce absenteeism.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will need to increase communication with parents on discipline policies and intervention strategies. The YouthTruth data did not improve.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Teachers experience an increased sense of stress and challenges in the profession since the onset of the Covid-19 pandemic. We are also shifting approaches to teaching reading causing feeling of being overwhelmed. Increases in extreme behavior, especially in younger students puts additional strain on teachers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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	83% reported positive "staff treat each other with respect" (increase from 81%) 92% reported positive "I feel comfortable approaching other staff members if I need help solving a problem (increase from 89%) 71%% reported positive "I have access to meaningful professional development" (increase from 49%)	Percentage of teachers reporting positively will increase.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional Development - Design and implement a professional development plan in collaboration with teachers and staff to ensure that teachers and	All students	

	staff experience regular coaching and training in areas of interest and areas of need.		
4.2	Grade Level Collaboration - Provide regular grade level collaboration time for curriculum planning and data analysis.	All students	
4.3	Wellness - Encourage personal wellness. Establish systems to monitor and support staff physical, social and emotional wellness. Provide support and care for all staff.	All students	
4.4	Staff Gatherings - Provide opportunities and space for staff to gather together (staff meetings, staff luncheons, team building activities, etc.).	All students	
4.5	Staff Feedback - Offer staff check-in meetings and staff surveys to solicit feedback and discuss the work environment and support for teaching practices. Dedicate time during staff meetings to appreciate the work of colleagues and student successes.	All students	
4.6	Relationships - Emphasize the importance of staff relationships and prioritize time to establish rapport, build trust and form bonds.	All students	
4.7	Leadership Opportunities - Provide leadership opportunities through curriculum committee chairs positions, curriculum pilots, GLC positions, etc.	All students	
4.8	Bacich Core Values - Revisit Bacich Core Values and revise and update as needed.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of a meaningful professional development plan was successful. There was a 22 percentage point increase in positive responses on the Youth Truth survey in this area.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional and dedicated time during staff meetings for connection and fun.

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
- 2 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Maria Martin	Principal
Hayley Moore	Classroom Teacher
Kerri Baetkey	Classroom Teacher
Kaitlin Gillespie	Classroom Teacher
Kelsey Gallegos	Classroom Teacher
Katie Guenther	Classroom Teacher
Ilene Braff	Other School Staff
Hailey Underwood	Parent or Community Member
Denise Strack	Parent or Community Member
Lauren Dermody	Parent or Community Member
Christina Charleston	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
Yvonne McCord	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 3, 2024.

Attested:



Principal, Maria Martin on June 1, 2024



SSC Chairperson, Hailey Underwood on June 4, 2024