

## **Kentfield School District**

### **Bacich Elementary School Plan for Student Achievement (SPSA), 2022-23**

#### **Objective: L.2.a.**

To consider the approval of the Bacich Elementary School Plan for Student Achievement (SPSA), 2022-23

#### **LCAP/Strategic Plan Goal Alignment:**

- Goal #1, #2, #3 and #4

#### **Background:**

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 process.

The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA and make modifications to the plan that reflect changing needs and priorities, as applicable.

Bacich Site Council has prepared the enclosed Bacich SPSA for the 2022-23 school year for the Board's consideration.

#### **Recommendation:**

Staff recommends adoption as presented.

# 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	June 6, 2022	June 14, 2022

## 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  
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 of 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 Unified 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 needs. To track student growth, students in grades 3 and 4 will be assessed three times per year using the MAP growth assessment and local benchmark assessments. As a summative assessment, they will also take the end of the year CAASPP assessment. Students in grades Kinder - 2nd will also be assessed in reading, writing and math to demonstrate proficiency on the grade level standards using ESGI and local benchmarks that will assist us in informing instruction for students to be on target for proficiency for meeting grade level standards. Student subgroup data will be disaggregated and areas of weakness will be addressed through a dedicated MTSS system that focuses on Tier 1 and Tier 2 classroom instruction as well as Tier 2 and 3 pull out interventions. We intend to further advance our teachers' capacity through professional learning in culturally responsive teaching and integrated English language development. Parents are viewed as funds of knowledge that can be brought into the school to create a solid partnership for building community.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Youth Truth survey, February, 2022 - parents, staff, 3rd and 4th grade students

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Eight teachers and one counselor were formally evaluated with all teachers showing proficiency in the standards identified. Additionally, administrative staff visit all classrooms weekly on an informal basis. Teachers demonstrate proficiency on all CSTP standards and excel in many areas. Grade level teams are highly collaborative and develop lessons together.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Evidence-based educational practices to raise student achievement

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

## Stakeholder 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:

- December--School Counselor presented on the counseling program and SEL curriculum
- January--Principal presented Trimester 1 school wide data; Assistant principal reviewed Safety plan
- March--ELD teacher/coordinator presented ELPAC and reclassification data
- April--Math and Reading Intervention teachers shared student intervention data
- May--LC+ teacher presented an overview of Special Education

Additionally, in SSC and Grade Level Coordinator meetings, members modified new goals and brainstormed strategies and actions to meet these goals.

- School Site Council, November 18, May 16 and June 6
- School Grade Level Team Coordinators, May 23

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	.19%	0		1
African American	0.48%	0.5%	.57%	3	3	3
Asian	3.65%	2.5%	1.53%	23	14	8
Filipino	0.79%	0.9%	.96%	5	5	5
Hispanic/Latino	13.81%	15.7%	16.09%	87	89	84
Pacific Islander	0%	%	.19%	0		1
White	61.75%	62.5%	66.67%	389	354	348
Multiple/No Response	7.62%	14.3%	13.79%	75	81	72
	<b>Total Enrollment</b>			630	566	522

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	127	92	79
Grade 1	119	105	99
Grade 2	137	108	103
Grade3	122	135	110
Grade 4	125	126	131
<b>Total Enrollment</b>	630	566	522

### 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 way that they learn. Culturally Responsive Teaching is an important part of Bacich's SPSA.
2. Bacich's enrollment continues to decline.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	60	55	49	9.4%	8.7%	8.7%
Fluent English Proficient (FEP)	36	58	45	5.6%	9.2%	8.0%
Reclassified Fluent English Proficient (RFEP)	1	17	2	1.7%	28.3%	3.6%

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	133	120	133	130	116	0	130	116	0	97.7	96.7	0.0
Grade 4	128	132	122	128	131	0	128	131	0	100	99.2	0.0
All Grades	261	252	255	258	247	0	258	247	0	98.9	98	0.0

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

### 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 Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2464.	2456.		40.00	39.66		29.23	26.72		18.46	18.10		12.31	15.52	
Grade 4	2523.	2532.		47.66	56.49		31.25	22.14		7.03	9.92		14.06	11.45	
All Grades	N/A	N/A	N/A	43.80	48.58		30.23	24.29		12.79	13.77		13.18	13.36	

### 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 Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.08	44.83		44.62	39.66		12.31	15.52	
Grade 4	50.78	58.78		38.28	33.59		10.94	7.63	
All Grades	46.90	52.23		41.47	36.44		11.63	11.34	

### 2019-20 Data:

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	31.54	16.38		50.77	61.21		17.69	22.41	
<b>Grade 4</b>	39.84	38.17		43.75	51.15		16.41	10.69	
<b>All Grades</b>	35.66	27.94		47.29	55.87		17.05	16.19	

2019-20 Data:

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	30.00	27.59		60.77	63.79		9.23	8.62	
<b>Grade 4</b>	32.81	38.93		63.28	54.96		3.91	6.11	
<b>All Grades</b>	31.40	33.60		62.02	59.11		6.59	7.29	

2019-20 Data:

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	40.77	39.66		47.69	42.24		11.54	18.10	
<b>Grade 4</b>	42.19	43.51		45.31	48.09		12.50	8.40	
<b>All Grades</b>	41.47	41.70		46.51	45.34		12.02	12.96	

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.

**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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	133	120	133	130	117	0	130	117	0	97.7	97.5	0.0
Grade 4	128	132	122	128	131	0	128	131	0	100	99.2	0.0
All Grades	261	252	255	258	248	0	258	248	0	98.9	98.4	0.0

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

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 Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2497.	2490.		51.54	47.86		30.77	31.62		10.77	11.11		6.92	9.40	
Grade 4	2540.	2550.		49.22	55.73		26.56	27.48		19.53	10.69		4.69	6.11	
All Grades	N/A	N/A	N/A	50.39	52.02		28.68	29.44		15.12	10.89		5.81	7.66	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69.23	67.52		23.08	20.51		7.69	11.97	
Grade 4	65.63	70.23		23.44	21.37		10.94	8.40	
All Grades	67.44	68.95		23.26	20.97		9.30	10.08	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.38	47.86		36.92	41.03		7.69	11.11	
Grade 4	53.91	54.20		38.28	37.40		7.81	8.40	
All Grades	54.65	51.21		37.60	39.11		7.75	9.68	

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	58.46	57.26		32.31	30.77		9.23	11.97	
Grade 4	49.22	57.25		42.19	35.11		8.59	7.63	
All Grades	53.88	57.26		37.21	33.06		8.91	9.68	

2019-20 Data:

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**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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1430.3	*	1411.9	1433.5	*	1433.3	1422.9	*	1362.2	24	10	14
<b>1</b>	1506.5	1470.4	*	1499.8	1469.8	*	1512.9	1470.4	*	11	18	10
<b>2</b>	*	*	*	*	*	*	*	*	*	*	7	5
<b>3</b>	*	*	1480.5	*	*	1489.6	*	*	1471.0	*	10	12
<b>4</b>	1520.1	*	*	1518.3	*	*	1521.4	*	*	13	6	5
<b>All Grades</b>										63	51	46

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	7.14	*	*	21.43	*	*	50.00	*	*	21.43	24	*	14
<b>1</b>	*	11.11	*	*	44.44	*		44.44	*		0.00	*	11	18	*
<b>2</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	0.00	*	*	41.67	*	*	58.33	*	*	0.00	*	*	12
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*	13	*	*
<b>All Grades</b>	39.68	15.69	6.52	36.51	49.02	34.78	17.46	33.33	43.48	*	1.96	15.22	63	51	46

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	7.14	*	*	35.71	*	*	42.86	*	*	14.29	24	*	14
1	*	16.67	*	*	50.00	*		33.33	*		0.00	*	11	18	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3	*	*	25.00	*	*	58.33		*	16.67	*	*	0.00	*	*	12
4	*	*	*	*	*	*		*	*	*	*	*	13	*	*
All Grades	57.14	31.37	21.74	25.40	43.14	47.83	*	23.53	23.91	*	1.96	6.52	63	51	46

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	0.00	*	*	14.29	54.17	*	57.14	*	*	28.57	24	*	14
1	*	11.11	*	*	38.89	*	*	33.33	*		16.67	*	11	18	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	0.00	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
All Grades	28.57	11.76	2.17	26.98	43.14	13.04	39.68	37.25	54.35	*	7.84	30.43	63	51	46

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			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	70.83	*	14.29	*	*	71.43	*	*	14.29	24	*	14	
1	100.00	44.44	*		55.56	*		0.00	*	11	18	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	16.67	*	*	58.33		*	25.00	*	*	12	
4	*	*	*	*	*	*	*	*	*	13	*	*	
All Grades	65.08	37.25	28.26	30.16	54.90	58.70	*	7.84	13.04	63	51	46	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	14.29	58.33	*	57.14	*	*	28.57	24	*	14
<b>1</b>	*	16.67	*	*	83.33	*		0.00	*	11	18	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	41.67		*	58.33	*	*	0.00	*	*	12
<b>4</b>	84.62	*	*	*	*	*	*	*	*	13	*	*
<b>All Grades</b>	52.38	37.25	28.26	34.92	58.82	60.87	*	3.92	10.87	63	51	46

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	0.00	75.00	*	64.29	*	*	35.71	24	*	14
<b>1</b>	*	38.89	*	*	50.00	*		11.11	*	11	18	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	0.00	*	*	41.67	*	*	58.33	*	*	12
<b>4</b>	*	*	*	*	*	*	*	*	*	13	*	*
<b>All Grades</b>	30.16	15.69	0.00	58.73	74.51	60.87	*	9.80	39.13	63	51	46

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	14.29	50.00	*	35.71	*	*	50.00	24	*	14
<b>1</b>	*	11.11	*	*	72.22	*		16.67	*	11	18	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>		*	0.00	*	*	83.33		*	16.67	*	*	12
<b>4</b>	*	*	*	*	*	*	*	*	*	13	*	*
<b>All Grades</b>	33.33	27.45	6.52	60.32	62.75	58.70	*	9.80	34.78	63	51	46

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.

**Conclusions based on this data:**

1. Although much of the grade level data cannot be reported due to low numbers, the overall data for all grades shows that consistently there are more than half of Bacich's English Learners at Levels 3 and 4.
2. Areas of strength lie in listening and speaking .
3. An area for growth is in writing which was also a growth area in the CAASPP.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
566	14.7	8.7	0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	8.7
Foster Youth		0
Homeless	6	
Socioeconomically Disadvantaged	83	14.7
Students with Disabilities	54	

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian or Alaska Native		
Asian	14	2.5
Filipino	5	0.9
Hispanic	89	15.7
Two or More Races	81	14.3
Native Hawaiian or Pacific Islander		
White	354	62.5

### 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

1. Overall performance data is positive and slightly better in math than in language arts.
2. We should consider measures to address chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

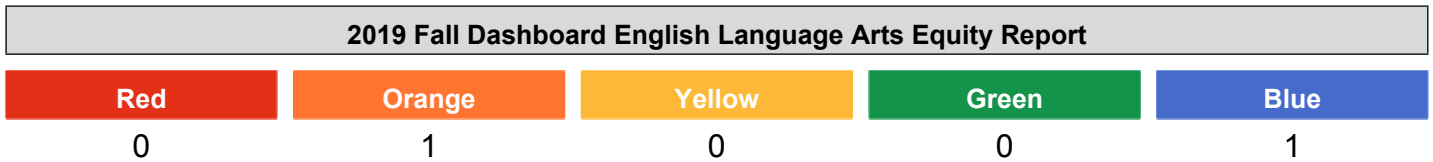
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>44.7 points above standard Maintained ++2.8 points</p> <p>243</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>60.3 points below standard Declined Significantly -19.1 points</p> <p>20</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>32.4 points below standard Increased ++5.9 points</p> <p>21</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>58.4 points below standard Declined -10.2 points</p> <p>33</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 75.1 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 35.1 points below standard Declined -11.4 points 24	 No Performance Color 61.3 points above standard Increased ++9.5 points 29	 No Performance Color 0 Students	 Blue 55.9 points above standard Increased ++4.1 points 154

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
70.9 points below standard Declined -13.6 points 13	Less than 11 Students - Data Not Displayed for Privacy 7	51.8 points above standard Increased ++4.6 points 208

**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.
- 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

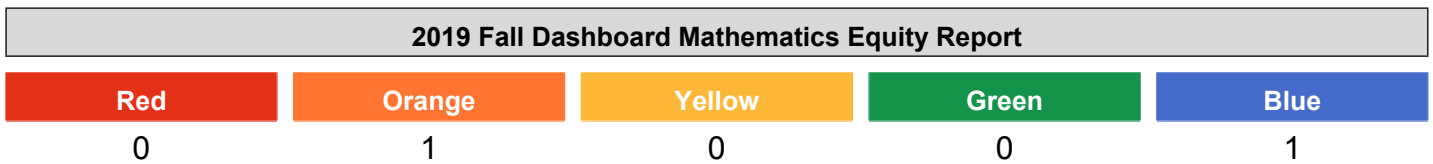
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>60.2 points above standard</p> <p>Maintained ++1 points</p> <p>245</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>37.8 points below standard</p> <p>Declined -5.5 points</p> <p>21</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>5.4 points below standard</p> <p>Increased Significantly ++24.0 points</p> <p>21</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>31.5 points below standard</p> <p>Maintained -0.2 points</p> <p>33</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color <span style="background-color: #e1ecf4; padding: 2px;">81.2 points above standard</span> 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <span style="background-color: #e1ecf4; padding: 2px;">16.2 points below standard</span> Declined -6.2 points 24	 No Performance Color <span style="background-color: #e1ecf4; padding: 2px;">75 points above standard</span> Maintained -1.9 points 29		 Blue <span style="background-color: #e1ecf4; padding: 2px;">69.2 points above standard</span> Maintained ++1.4 points 155

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1ecf4; padding: 2px;">50.2 points below standard</span> Declined -4.2 points 14	Less than 11 Students - Data Not Displayed for Privacy 7	<span style="background-color: #e1ecf4; padding: 2px;">67 points above standard</span> Maintained ++0.7 points 209

**Conclusions based on this data:**

1. 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.
2. In comparison with the ELA dashboard, overall, all students are performing better in Math.
3. 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

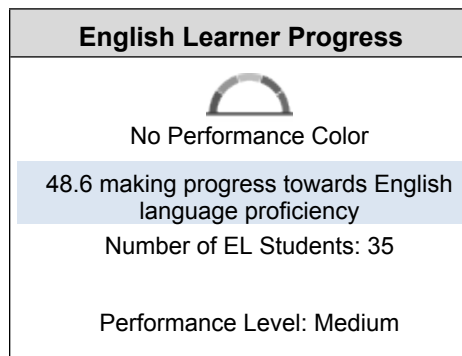
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 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.

### 2019 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
8.5	42.8	8.5	

#### Conclusions based on this data:

- 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

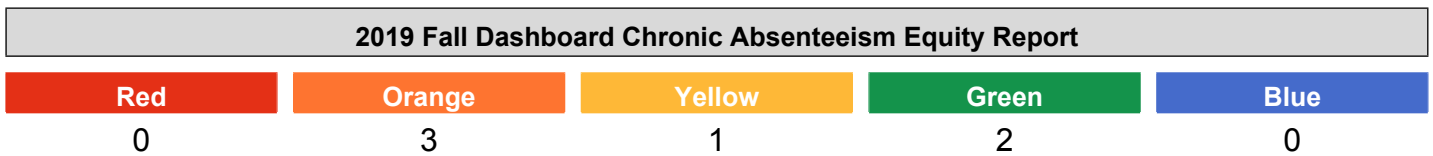
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 6 Maintained +0.4 650	<p><b>English Learners</b></p>  Green 4.8 Maintained +0.2 62	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 8.6 Increased +2.8 70	<p><b>Students with Disabilities</b></p>  Yellow 9.2 Maintained +0.3 76

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Declined -5.3 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.8 Increased +1 69	 Green 3.8 Declined -2 156	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 7.1 Increased +1.2 397

**Conclusions based on this data:**

- Chronic absenteeism should be addressed school wide, with one subgroup, English Learners, showing a positive dashboard indicator in the green.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

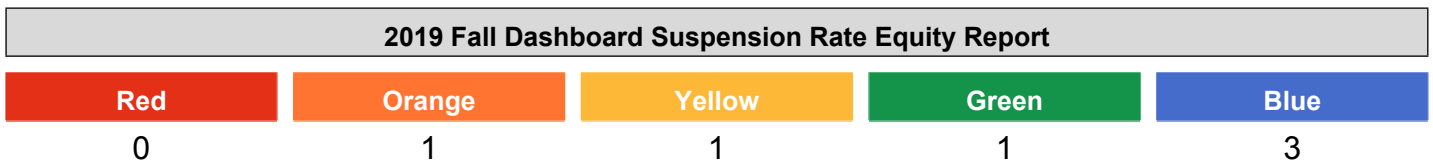
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.8</p> <p>Maintained -0.1</p> <p>652</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Declined -1.5</p> <p>62</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Declined -1.4</p> <p>70</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>3.9</p> <p>Increased +1</p> <p>76</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6		 No Performance Color 0 Maintained 0 19	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4 Declined -4.6 69	 Blue 0 Maintained 0 156		 Yellow 1 Increased +0.7 397

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.9	0.8

**Conclusions based on this data:**

- 1.

# 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 with an intention to eliminate the opportunity gap by providing a rich well-rounded educational program that targets the needs of all learners.

## Goal 1

By June, 2023, all students will achieve grade level proficiency in math and/or all students will show at least one year's growth as measured by site formative and summative Math assessments appropriate for each grade level. Students performing below grade level will meet growth targets triennially that demonstrate an accelerated learning path.

## 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 (3rd and 4th grades)	21-22: MAP was given 2x in 2nd grade and 3x in 3rd and 4th grades  MAP Math - % at or above 2 3 4 MAP Math Growth Target 2 3 4	Students meet targets that will lead to at least one year's growth in math. Students below grade level in math will show accelerated growth.
ESGI assessments (K-2)	K 1 2 - no baseline from 2021-22 - took MAP	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 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**

Develop Tier 1 and Tier 2 classroom math instruction commitments for all grade levels through district wide focus on MTSS systems development. This work will happen in staff meetings as well as grade level team meetings/planning days.

**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)

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 and students performing below grade level in math

**Strategy/Activity**

Teachers will participate in grade level professional learning communities focusing on cycles of inquiry around student data (MAP, local benchmarks, formative assessments) on math performance 2-3 times per year. This will provide the forum for teachers to answer the 4 PLC questions consistently throughout the school year - What do we want students to learn? How will we know they learned it? How will we respond when some students do not learn it? How will we extend the learning for students who are already proficient?

**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)

0

**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**

Differentiated Instruction training for all teachers with follow up coaching support as well as time for grade level collaboration. Administration will reinforce with walk throughs looking for evidence of differentiated 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)

### **Strategy/Activity 4**

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

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

Students performing below grade level in math

Strategy/Activity

Offer math intervention before, during or after school to address specific, assessed student needs. Intervention will have clear entrance and exit criteria and monitor the progress of students while in intervention.

#### **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 5**

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

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

English Learners

Strategy/Activity

Provide training for teachers on how to integrate English development and ELD standards into math instruction as well as how to make math accessible to students who are not yet fluent in English. Ensure high expectations for Emerging Bilingual student for higher level thinking that is not contingent on their level of English proficiency.

#### **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)

0

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

Engage parents to support math practices and skills -- math nights, math games, online resources

**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, students with special needs, emerging bilinguals

**Strategy/Activity**

Participate in a curriculum pilot for a Math adoption, if supported by the district. The curriculum should include classroom intervention strategies and supports for emerging bilingual students as well as students with special needs.

**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)

# Annual Review

**SPSA Year Reviewed: 2021-22**

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 deleted.

## ANALYSIS

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

Our math intervention during school was vital to student progress in math. This should be continued. Some teachers provided effective Tier 2 math interventions in the classroom, but this was not consistent school wide. The current Math curriculum does not provide clear supports and strategies for emerging bilingual students. Staff did not meet 4-6 times for cycle of inquiry around math data. They did meet 2 times on trimester data.

Briefly 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.

Teachers continue to be challenged by the needs of our emerging bilingual 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 with an intention to eliminate the opportunity gap by providing a rich well-rounded educational program that targets the needs of all learners.

## Goal 2

By June, 2023, all students will achieve grade level proficiency and/or all students will show at least one year's growth as measured by the MAP growth reading and Fountas and Pinnell assessments. Students reading below grade level will meet growth targets triennially that demonstrate an accelerated learning path.

## Identified Need

Students who are reading below grade level or are not making one full year of reading gains.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas and Pinnell assessments 2 times per year	Percent at grade level K 1 2 3 4	Students will be reading at the appropriate level for the time in the year. Students will be making progress at a rate to show accelerated or one year's growth.
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 3 4 MAP Reading Growth Targets 2 3 4	Students meet targets that will lead to at least one year's growth in reading. Students below grade level in reading will show accelerated growth.
ESGI assessment K/1	K 1 2 no baseline from 21-22	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. Students



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		show at least one year's growth 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

Develop Tier 1 and Tier 2 classroom reading instruction commitments for all grade levels through district wide focus on MTSS systems development. This work will happen in staff meetings as well as grade level team meetings and teacher planning days.

#### 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)

0

### 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

Teachers will participate in grade level professional learning communities focusing on cycles of inquiry around student data (MAP, F&P, local benchmarks and formative assessments) on reading performance 2-3 times per year. This will provide the forum for teachers to answer the 4 PLC questions consistently throughout the school year - What do we want students to learn? How will we know they learned it? How will we respond when some students do not learn it? How will we extend the learning for students who are already proficient?

#### 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)

0

### Strategy/Activity 3

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

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

Emerging bilinguals, students with special needs

Strategy/Activity

Differentiated Instruction training for all teachers with follow up coaching support as well as time for grade level collaboration. Administration will reinforce with walk throughs looking for evidence of differentiated 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)

**Strategy/Activity 4**

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

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

All students reading below grade level

Strategy/Activity

Offer reading intervention before, during or after school to address specific, assessed student needs. Continue with a reading intervention teacher, who can deliver these services. These services will focus on K-2 grade levels, but will also address reading intervention needs for 3rd and 4th grades as needed. Develop clear entrance and exit criteria and monitor student progress while in intervention.

**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 5**

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

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

All students

Strategy/Activity

Promote reading best practices at all levels.  
Continue use of successful programs: Learning ally, Epic, Core 5, etc.  
Make reading visible: Read-a-thon, mystery readers, buddy reading, 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 6**

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

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

Emerging bilingual students

Strategy/Activity

Provide training for teachers on how to integrate English development and ELD standards into ELA instruction as well as how to make all curriculum accessible to students who are not yet fluent in English. Ensure high expectations for emerging bilingual students for higher level thinking that is not contingent on their level of English proficiency.

#### **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

Maintain one to one paraprofessional classroom support in Kinder and first grades to help provide early Tier 2 classroom reading interventions without removing students from class.

#### **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 8**

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

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

All students

Strategy/Activity

Foster improvement and consistency of reading instruction across the grade levels through grade level planning days. and faculty meetings. Review the reading curriculum to be sure it contains all necessary components to effective reading instruction as a 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)
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## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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 deleted.

### **ANALYSIS**

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

Teachers provided Tier 2 reading interventions in the classroom, but this was not consistent school wide. Teachers need more time to connect and develop these Tier 2 interventions as well as solidify Tier 1 reading instruction school wide. There should be a specific focus on how to support emerging bilingual students in reading and English language development in the classroom. Grade level commitments in Tier 1 instruction were not completed.

Briefly 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.

The goal is to continue with reading intervention at all grade levels but also to improve on classroom reading instruction.

# 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

By June 2023, Bacich school will have integrated Culturally Responsive Teaching frameworks to facilitate high expectations for all of our students, make learning meaningful and relevant for all students and to build community with all of our families.

## Identified Need

Students of color and linguistically diverse students at Bacich are not performing at the same level as the white students. There are more emerging bilingual students in special education than is statistically acceptable.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - students	High expectations:  Safe and supported:	Student report of high expectations asked of them as well as feeling safe and supported by staff will increase.
MAP assessments disaggregated by ethnicity and language	MAP data:	Demographic subgroups will show academic improvement at an accelerated rate.
Community events - attendance	No extra evening community events were held aside from BTSN and Open House. Attendance at these events was high. There were Principal Chats with low attendance between 4 and 12 participants. The Volunteer Tea attendance was over 65. Parent in Action brings in 5-10 parents weekly.	More community events will be held. Parents will attend school community events.
Subgroup data - intervention, attendance, grades, discipline, SSTs, IEPs, special education		Student subgroup data will show positive growth in all areas related to school connections and equity.
Youth Truth Community Survey (parents/guardians)		Parents will report their children feeling safe and that

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		their teachers have high academic expectations of them.
Social Justice Curriculum/Multicultural Education Curriculum development	Social Justice Curriculum is partially completed Monthly multicultural themes were honored Teachers focused on their SMARTÉ goals - CRT School wide gender identity/expression lessons taught at each grade level	Develop this curriculum in the summer and continue to improve upon and add to it all year long through the Social Justice Committee.

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)

Students of color and linguistically diverse students

#### Strategy/Activity

Summer teacher read (TBD) to foster understanding of our diverse students and their 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)

### 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

Provide opportunities for parent involvement at school through project based activities as well as opportunities for them to share their funds of knowledge. Plan community building events such as game nights, etc. Bring in a wider range of voices through speakers from diverse backgrounds. Provide parent education opportunities.

#### 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

Research, design and implement a K-4 scope and sequence of social justice education and multicultural education while employing the framework of Culturally Responsive Teaching across the curriculum.

#### **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 4**

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

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

All students

Strategy/Activity

Full staff participation in training during workweek on Culturally Responsive Teaching. Administration will participate in ongoing training in leading for implementation of CRT and support staff throughout the school year. Guiding coalition members will guide new members with the help of the CRT facilitators.

#### **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 5**

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

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

All students

Strategy/Activity

Continue individual and/or grade level SMARTÉ goals that address culturally responsive teaching. Increase use of GLAD strategies school wide.

#### **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 6**

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

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

All students

Strategy/Activity

#### **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)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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 deleted.

### **ANALYSIS**

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

Many staff did not complete summer read, so it was not used as a learning tool during the school year. There was not time to completely develop the SJ scope and sequence. More need for parent involvement/community events. Staff implemented CRT SMARTÉ goals throughout the year.

Briefly 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.

Special education statistics related to number of emerging bilinguals assessed should be noted. Prioritize the completion of the SJ scope and sequence.



# 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

By June, 2023 Bacich staff will commit to their developed Core Values, be able to state them and live them daily as well as present them to their community and stakeholders.

## Identified Need

Committing to and living by shared core values will provide Bacich a clear path to collaborative decision-making as well as unify staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Core Values		Teachers can state them and use them to drive decision making. Parents are also familiar with the values.
Youth Truth Survey - Staff		Teachers will show ownership and understanding of the core values.

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

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)

## 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**

The Core Values will be made visible throughout the school year by administration to help us stay on course and focused on what is important to the team. There will be Core Value check-ins and team building activities throughout the year, focused on a different value each month.

**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**

Staff will share their Core Values with families and students, make them visible around campus and connect them to the classroom.

**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)

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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 deleted.

**ANALYSIS**

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

The Core Values were developed but not widely distributed as it took nearly the full year to finalize them.

Briefly 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.

Now it is time to live the values and be sure all are aware of their importance to the staff.

# 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
- 6 Parent or Community Members

Name of Members	Role
Mary Ann Spitzer	Principal
Kristine Duran	Other School Staff
Elizabeth Peterson	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
Kira Shemano	Parent or Community Member
Amy Wheeler	Parent or Community Member
Andrea Buccine	Parent or Community Member
Aubrey Leh	Parent or Community Member
Joaquin Escoto	Parent or Community Member

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**

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, 2022.

Attested:



Principal, Mary Ann Spitzer on June 6, 2022



SSC Chairperson, Alle Schreiber on June 6, 2022