

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bacich Elementary School	21 65334 6024319	May 24, 2021	June 8, 2021

## 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 local benchmarks and this will assist us in informing instruction for students to be on target for proficiency on the state assessments. 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.

# 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--the Social Justice Committee chairs presented developing curriculum
- January--Math and Reading Intervention teachers shared student intervention data
- February--School Counselor presented on the counseling program and SEL curriculum
- March--ELD teacher/coordinator presented ELPAC and reclassification data
- April--Principal shared school wide data on behavior, academic supports and counseling

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

- School Site Council, March 22 and May 24, 2021
- School Staff meetings, April 28 and May 26 2021
- School Grade Level Team Coordinators, May 3, 2021

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.62%	0.78%	0.48%	4	5	3
Asian	2.95%	2.97%	3.65%	19	19	23
Filipino	0.62%	0.47%	0.79%	4	3	5
Hispanic/Latino	11.63%	10.31%	13.81%	75	66	87
Pacific Islander	%	%	0%			0
White	52.71%	60.47%	61.75%	340	387	389
Multiple/No Response	22.79%	15.16%	11.9%	147	97	48
<b>Total Enrollment</b>				645	640	630

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	154	131	127
Grade 1	119	136	119
Grade 2	114	123	137
Grade 3	131	118	122
Grade 4	127	132	125
<b>Total Enrollment</b>	645	640	630

### 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. 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	59	60	55	9.1%	9.4%	8.7%
Fluent English Proficient (FEP)	44	36	58	6.8%	5.6%	9.2%
Reclassified Fluent English Proficient (RFEP)	7	1	17	13.2%	1.7%	28.3%

### 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	133	120	126	130	116	126	130	116	98.4	97.7	96.7
Grade 4	123	128	132	117	128	131	117	128	131	95.1	100	99.2
All Grades	251	261	252	243	258	247	243	258	247	96.8	98.9	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.	2464.	2456.	34.92	40.00	39.66	29.37	29.23	26.72	22.22	18.46	18.10	13.49	12.31	15.52
Grade 4	2525.	2523.	2532.	49.57	47.66	56.49	25.64	31.25	22.14	14.53	7.03	9.92	10.26	14.06	11.45
All Grades	N/A	N/A	N/A	41.98	43.80	48.58	27.57	30.23	24.29	18.52	12.79	13.77	11.93	13.18	13.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.40	43.08	44.83	48.00	44.62	39.66	13.60	12.31	15.52
Grade 4	52.99	50.78	58.78	42.74	38.28	33.59	4.27	10.94	7.63
All Grades	45.45	46.90	52.23	45.45	41.47	36.44	9.09	11.63	11.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.45	31.54	16.38	47.58	50.77	61.21	20.97	17.69	22.41
Grade 4	39.32	39.84	38.17	47.86	43.75	51.15	12.82	16.41	10.69
All Grades	35.27	35.66	27.94	47.72	47.29	55.87	17.01	17.05	16.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.20	30.00	27.59	67.20	60.77	63.79	5.60	9.23	8.62
Grade 4	35.90	32.81	38.93	56.41	63.28	54.96	7.69	3.91	6.11
All Grades	31.40	31.40	33.60	61.98	62.02	59.11	6.61	6.59	7.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.60	40.77	39.66	55.20	47.69	42.24	11.20	11.54	18.10
Grade 4	47.01	42.19	43.51	47.01	45.31	48.09	5.98	12.50	8.40
All Grades	40.08	41.47	41.70	51.24	46.51	45.34	8.68	12.02	12.96

**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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	133	120	126	130	117	126	130	117	98.4	97.7	97.5
Grade 4	123	128	132	117	128	131	117	128	131	95.1	100	99.2
All Grades	251	261	252	243	258	248	243	258	248	96.8	98.9	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2491.	2497.	2490.	50.00	51.54	47.86	29.37	30.77	31.62	12.70	10.77	11.11	7.94	6.92	9.40
Grade 4	2533.	2540.	2550.	43.59	49.22	55.73	34.19	26.56	27.48	16.24	19.53	10.69	5.98	4.69	6.11
All Grades	N/A	N/A	N/A	46.91	50.39	52.02	31.69	28.68	29.44	14.40	15.12	10.89	7.00	5.81	7.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65.08	69.23	67.52	24.60	23.08	20.51	10.32	7.69	11.97
Grade 4	65.81	65.63	70.23	22.22	23.44	21.37	11.97	10.94	8.40
All Grades	65.43	67.44	68.95	23.46	23.26	20.97	11.11	9.30	10.08

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.17	55.38	47.86	34.92	36.92	41.03	11.90	7.69	11.11
Grade 4	48.72	53.91	54.20	42.74	38.28	37.40	8.55	7.81	8.40
All Grades	51.03	54.65	51.21	38.68	37.60	39.11	10.29	7.75	9.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.14	58.46	57.26	35.71	32.31	30.77	7.14	9.23	11.97
Grade 4	53.85	49.22	57.25	32.48	42.19	35.11	13.68	8.59	7.63
All Grades	55.56	53.88	57.26	34.16	37.21	33.06	10.29	8.91	9.68

**Conclusions based on this data:**

1. 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.3	*	1433.5	*	1422.9	*	24	10
Grade 1	1506.5	1470.4	1499.8	1469.8	1512.9	1470.4	11	18
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	10
Grade 4	1520.1	*	1518.3	*	1521.4	*	13	6
All Grades							63	51

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	24	*
1	*	11.11	*	44.44		44.44		0.00	11	18
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	13	*
All Grades	39.68	15.69	36.51	49.02	17.46	33.33	*	1.96	63	51

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	24	*
1	*	16.67	*	50.00		33.33		0.00	11	18
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	13	*
All Grades	57.14	31.37	25.40	43.14	*	23.53	*	1.96	63	51

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	54.17	*	*	*	24	*
1	*	11.11	*	38.89	*	33.33		16.67	11	18
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	13	*
All Grades	28.57	11.76	26.98	43.14	39.68	37.25	*	7.84	63	51

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	17-18	18-19	17-18	18-19	17-18	18-19	
K	70.83	*	*	*	*	*	24	*	
1	100.00	44.44		55.56		0.00	11	18	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	13	*	
All Grades	65.08	37.25	30.16	54.90	*	7.84	63	51	

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	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	58.33	*	*	*	24	*	
1	*	16.67	*	83.33		0.00	11	18	
4	84.62	*	*	*	*	*	13	*	
All Grades	52.38	37.25	34.92	58.82	*	3.92	63	51	

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	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	75.00	*	*	*	24	*	
1	*	38.89	*	50.00		11.11	11	18	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	13	*	
All Grades	30.16	15.69	58.73	74.51	*	9.80	63	51	

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	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	*	50.00	*	*	*	24	*
<b>1</b>	*	11.11	*	72.22		16.67	11	18
<b>4</b>	*	*	*	*	*	*	13	*
<b>All Grades</b>	33.33	27.45	60.32	62.75	*	9.80	63	51

**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

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>640</b>	<b>9.4</b>	<b>9.4</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	9.4
Homeless	5	0.8
Socioeconomically Disadvantaged	60	9.4
Students with Disabilities	58	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
Asian	19	3.0
Filipino	3	0.5
Hispanic	66	10.3
Two or More Races	63	9.8
White	387	60.5





### 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 40% of our students being students of color, 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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="774 506 846 533">Yellow</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1255 506 1326 533">Green</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="305 703 360 730">Blue</p>		

#### 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.

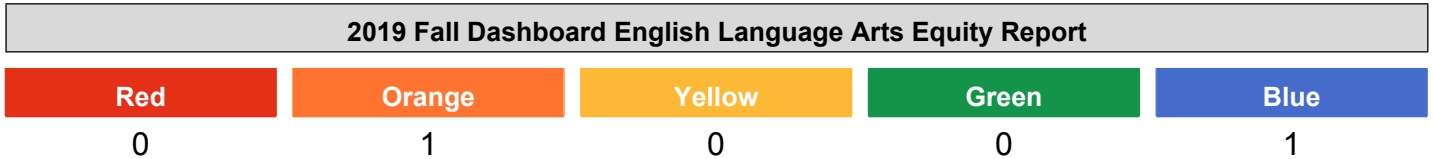
# School and Student Performance Data

## Academic Performance English Language Arts







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</p> <p>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</p> <p>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</p> <p>Increased ++5.9 points</p> <p>21</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>58.4 points below standard</p> <p>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.

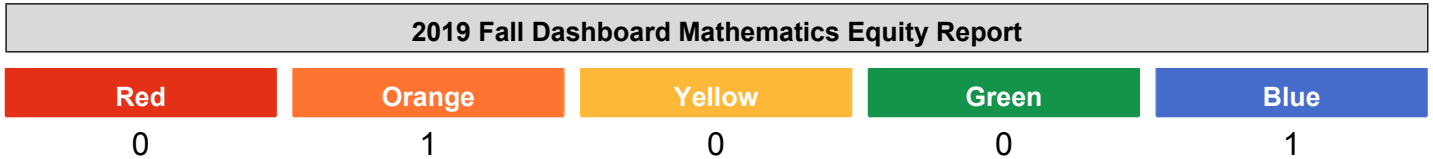
# School and Student Performance Data

## Academic Performance Mathematics






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>  Blue 60.2 points above standard Maintained ++1 points 245	<p><b>English Learners</b></p>  No Performance Color 37.8 points below standard Declined -5.5 points 21	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  No Performance Color 5.4 points below standard Increased Significantly ++24.9 points 21	<p><b>Students with Disabilities</b></p>  Orange 31.5 points below standard Maintained -0.2 points 33



### 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: #d9e1f2;">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: #d9e1f2;">16.2 points below standard</span> Declined -6.2 points 24	 No Performance Color <span style="background-color: #d9e1f2;">75 points above standard</span> Maintained -1.9 points 29		 Blue <span style="background-color: #d9e1f2;">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: #d9e1f2;">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: #d9e1f2;">67 points above standard</span> Maintained ++0.7 points 209

**Conclusions based on this data:**

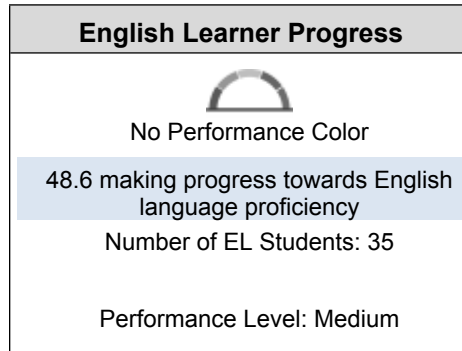
1. Overall, in Math, our students are performing 60 points above standard. Conversely, our students with disabilities are performing 32 points below standard and our English Learners, 38 points below standard. Our Hispanic students are performing 16 points below standards while our white students are 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

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.

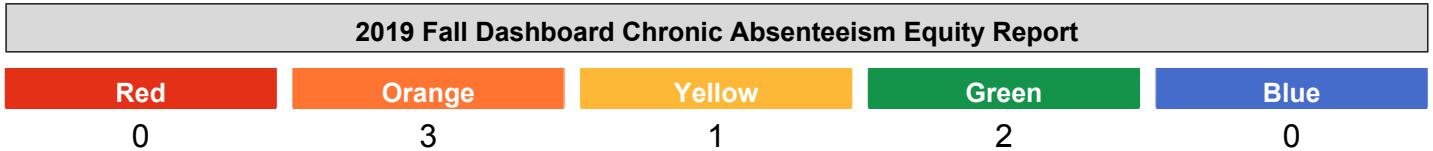
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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.

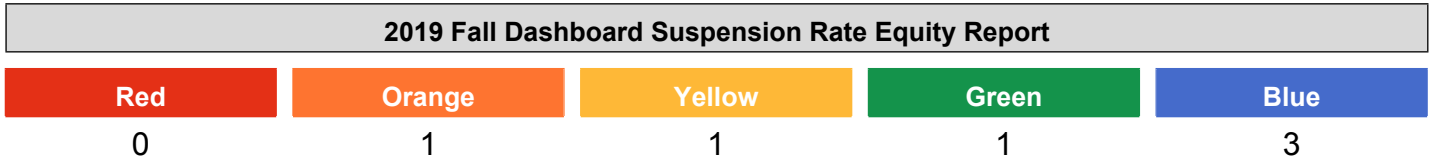
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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		
All Students	English Learners	Foster Youth
 Green 0.8 Maintained -0.1 652	 Blue 0 Declined -1.5 62	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 6	 Blue 0 Declined -1.4 70	 Orange 3.9 Increased +1 76

**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, 2022, all students will achieve grade level proficiency in math and/or all students will show at least one year's growth as measured by the MAP and Eureka Math assessments. Students performing below grade level will meet growth targets triannually 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)	TBD	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.
Eureka Math Assessments (K-4) - Affirm Benchmarks	TBD	Students perform at 80% or better on each summative assessment or math benchmark.
ESGI assessments (K-1)	TBD	Students meet grade level standards or show growth toward these standards.
CAASPP (3rd and 4th)	TBD	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.

### **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 4-6 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. Hire a math intervention teacher who can deliver these services as well as serve as a coach for teachers to implement strong Tier 2 classroom intervention strategies. 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 English learners 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

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

Although we had some math intervention, it was not enough to address all of our student needs. Also, some teachers provided Tier 2 math interventions in the classroom, but this was not consistent school wide.

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 focus of this SPSA revolves around data and the PLC model. Student data will be reviewed frequently and intervention will be targeted to meet the identified student needs.

# 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, 2022, 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 triannually that demonstrate an accelerated learning path.

## Identified Need

Students 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 3 times per year		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		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		Students meet grade level standards or show growth toward these standards.
CAASPP (3rd and 4th)		Students meet or exceed standard in reading. Students 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.

### 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 4-6 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)

All students reading below grade level

#### **Strategy/Activity**

Offer reading intervention before, during or after school to address specific, assessed student needs. Hire a reading intervention teacher, full time, who can deliver these services as well as serve as a coach for teachers to implement strong Tier 2 classroom intervention strategies. These services will focus on K-2 grade levels, but will also address reading intervention needs for 3rd and 4th grades. 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**

Create a dedicated time during the school day for leveled reading supports by grade level as developed by grade level teams.

#### **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)

English learners

#### **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 English learners 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

Increase paraprofessional classroom supports 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)

English Learners

Strategy/Activity

Work with Viva el español to offer a before school Spanish literacy class for native Spanish speakers that is free of charge for all referred students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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.

Although we had some reading intervention, it was not enough to address all of our student needs. Also, some teachers provided Tier 2 reading interventions in the classroom, but this was not consistent school wide.

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.

This plan adds more Tier 2 in class supports for all students as well as differentiated instruction. Additionally, there will be more intervention to serve all grade levels of students who need to accelerate their reading to be at grade level.

# 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 2021, 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. Additionally we will work 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 English learners in special education than is statistically acceptable.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	TBD	Students will report high expectations asked of them as well as feeling safe and supported by staff.
MAP assessments disaggregated by ethnicity and language	TBD	Demographic subgroups will show academic improvement at an accelerated rate.
Community events - attendance	TBD	Parents will attend school community events.
Subgroup data - intervention, attendance, grades, discipline, SSTs, IEPs	TBD	Student subgroup data will show positive growth in all areas related to school connections and equity.
Youth Truth Community Survey	TBD	Parents will report their children feeling safe and that their teachers have high academic expectations of them.
Social Justice Curriculum/Multicultural Education Curriculum development	Partial Social Justice Curriculum developed	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, 'Culturally Responsive Teaching and The Brain' by Zaretta Hammond and/or 'Cultivating Genius' by Gholdy Muhammad. Continue the book study and integrate the framework throughout the 21-22 school year.

### 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

### 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.

#### **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)

# 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, 2022 Bacich will establish the staff's core values that drive their instruction, commit to these values as well as ask new staff to commit to them, and be able to state them to anyone who may inquire about our commitments.

## Identified Need

Developing and committing to 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		Create them in August
Teacher survey		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

In August, teachers will revisit the school's vision and mission and identify/solidify their core values and commitments to these values.

#### 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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Mary Ann Spitzer	Principal
Wendy Holmes	Other School Staff
Elizabeth Peterson	Classroom Teacher
Katie Stern	Classroom Teacher
Marty Ross	Classroom Teacher
Jen Wallen	Classroom Teacher
Denise Marshall	Classroom Teacher
Estelle Dick	Parent or Community Member
Holly Myers	Parent or Community Member
Kira Shemano	Parent or Community Member
Lissette Fernandez	Parent or Community Member
Amy Bornstein	Parent or Community Member
Scott Hershman	Parent or Community Member
Ilene Braff	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**

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 May 24, 2021.

Attested:



Principal, Mary Ann Spitzer on June 1, 2021



SSC Chairperson, Estelle Dick on June 1, 2021