School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bacich Elementary School	21 65334 6024319	June 2, 2025	June 10, 2025

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

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

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

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

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

> Schoolwide Program

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

Plan Description

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

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

> Schoolwide Program

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

Student subgroup data will be disaggregated in areas of strengths and weakness in order to address student needs through our MTSS program. We will focus on Tier 1 and Tier 2 classroom instruction as well as Tier 2 and 3 push in and pull out interventions. We intend to further advance our teachers' capacity through professional learning in the science of reading, culturally responsive teaching, differentiated instruction and integrated English language development. Parents are viewed as important partners that can be brought into the school to create a solid partnership for building community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year at several meetings, the School Site Council (SSC) reviewed current student programs and studied student data to assess our current programs and begin forming strategies and actions to be included in the new SPSA to address student needs:
September - Review 24-25 SPSA
November - Calendar Discussion; Review 23-24 CAASPP Datta
January - Student Data Presentation - Part I; KSD LCAP Presentation; School Safety Plan Review
March - Update on Goal progress; Review Dashboard
April - Draft SPSA Presentation and Feedback; Review Recess Survey Results
May - Youth Truth Survey Results and Feedback; Review Draft 25-26 SPSA
June - Behavioral Support Discussion; Vote to Approve 25-26 SPSA

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.19%	0.18%	0.19%	1	1	1
African American	0.57%	0.92%	2.23%	3	5	12
Asian	2.10%	2.22%	3.17%	11	12	17
Filipino	0.38%	0.92%	0.93%	2	5	5
Hispanic/Latino	16.25%	18.3%	19.74%	85	99	106
Pacific Islander	0.19%	0.37%	0.19%	1	2	1
White	66.35%	63.77%	59.59%	347	345	320
Two or More Races	13.96%	13.31%	13.97%	73	72	75
Not Reported	%	0%	%	0	0	
			Total Enrollment	523	541	537

Enrollment By Grade Level

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

Conclusions based on this data:

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

2. The addition of the UTK program has increased the overall enrollment numbers.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	57	59	59	10.9%	10.9%	11.0%
Fluent English Proficient (FEP)	40	44	39	7.6%	8.1%	7.3%
Reclassified Fluent English Proficient (RFEP)	15	12		2.3%	2.2%	

Conclusions based on this data:

1. Bacich serves between 50-60 students who are English Learners each year. All teachers need to be providing integrated ELD instruction daily to serve these students. All English Learners should also receive designated ELD.

2. Reclassification rates fluctuate yearly depending on the number of English Learners in each grade level.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	112	106	111	108	104	109	108	104	109	96.4	98.1	98.2
Grade 4	132	113	101	127	112	101	127	112	101	96.2	99.1	100
All Grades	244	219	212	235	216	210	235	216	210	96.3	98.6	99.1

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2481.	2456.	2451.	45.37	40.38	37.61	37.04	20.19	27.52	6.48	23.08	18.35	11.11	16.35	16.51
Grade 4	2513.	2541.	2510.	50.39	61.61	42.57	17.32	15.18	30.69	18.11	12.50	13.86	14.17	10.71	12.87
All Grades	N/A	N/A	N/A	48.09	51.39	40.00	26.38	17.59	29.05	12.77	17.59	16.19	12.77	13.43	14.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.04	31.73	22.94	55.56	61.54	65.14	7.41	6.73	11.93
Grade 4	38.58	48.21	29.70	53.54	43.75	65.35	7.87	8.04	4.95
All Grades	37.87	40.28	26.19	54.47	52.31	65.24	7.66	7.41	8.57

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	37.96	27.88	22.94	52.78	52.88	56.88	9.26	19.23	20.18
Grade 4	33.86	37.50	22.77	52.76	53.57	64.36	13.39	8.93	12.87
All Grades	35.74	32.87	22.86	52.77	53.24	60.48	11.49	13.89	16.67

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	21.30	15.38	11.93	73.15	71.15	77.98	5.56	13.46	10.09
Grade 4	22.05	27.68	29.70	71.65	66.96	67.33	6.30	5.36	2.97
All Grades	21.70	21.76	20.48	72.34	68.98	72.86	5.96	9.26	6.67

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	23.15	21.15	27.52	66.67	66.35	60.55	10.19	12.50	11.93
Grade 4	22.05	33.04	18.81	66.93	59.82	66.34	11.02	7.14	14.85
All Grades	22.55	27.31	23.33	66.81	62.96	63.33	10.64	9.72	13.33

Conclusions based on this data:

1. Overall, 69% Bacich 3rd and 4th graders exceed and/or meet ELA standards. An additional 16% nearly met the standard. The trend shows that from 3rd to 4th grade, proficiency generally improves and the number of students not meeting standard decreases.

2. 94% 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 16.67% not meeting standard. This is an increase from 21-22 in which 13.89 % of students did not meet the writing standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	112	106	111	110	104	110	110	104	110	98.2	98.1	99.1
Grade 4	132	113	101	127	113	101	127	113	101	96.2	100.0	100
All Grades	244	219	212	237	217	211	237	217	211	97.1	99.1	99.5

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2489.	2482.	2473.	47.27	42.31	34.55	29.09	29.81	39.09	17.27	18.27	14.55	6.36	9.62	11.82
Grade 4	2522.	2563.	2538.	38.58	56.64	50.50	30.71	26.55	29.70	21.26	15.04	10.89	9.45	1.77	8.91
Grade 11															
All Grades	N/A	N/A	N/A	42.62	49.77	42.18	29.96	28.11	34.60	19.41	16.59	12.80	8.02	5.53	10.43

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56.36	51.92	47.27	35.45	37.50	39.09	8.18	10.58	13.64
Grade 4	47.24	61.95	50.50	41.73	32.74	40.59	11.02	5.31	8.91
Grade 11									
All Grades	51.48	57.14	48.82	38.82	35.02	39.81	9.70	7.83	11.37

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	43.64	45.19	40.91	48.18	45.19	48.18	8.18	9.62	10.91
Grade 4	37.01	56.64	45.54	45.67	40.71	47.52	17.32	2.65	6.93
All Grades	40.08	51.15	43.13	46.84	42.86	47.87	13.08	5.99	9.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	41.82	36.54	33.64	55.45	60.58	57.27	2.73	2.88	9.09
Grade 4	33.07	55.75	42.57	55.91	41.59	45.54	11.02	2.65	11.88
All Grades	37.13	46.54	37.91	55.70	50.69	51.66	7.17	2.76	10.43

Conclusions based on this data:

1. In 2022-23, 77% of Bacich 3rd and 4th graders met or exceeded standards in Math. This is not a significant change from the previous year.

2. There was a significant increase in the percentage of students who did not meet the overall math standard. In 22-23 5.53% of students did not meet the standard compared to 10.43% in 23-24.

3. A higher percentage of fourth graders exceed standard compared to third grade.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1449.6	1462.5	1456.6	1462.8	1463.5	1457.5	1418.4	1459.6	1454.1	17	19	17
1	1459.9	1446.9	*	1461.0	1468.9	*	1458.3	1424.5	*	12	11	9
2	*	1496.5	*	*	1490.6	*	*	1502.1	*	10	12	10
3	*	1478.0	1510.3	*	1483.7	1509.3	*	1471.9	1510.7	8	12	15
4	1518.3	*	1573.4	1527.3	*	1575.4	1508.8	*	1571.1	12	9	12
All Grades										59	63	63

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	31.58	35.29	41.18	47.37	35.29	23.53	21.05	17.65	5.88	0.00	11.76	17	19	17
1	8.33	9.09	*	50.00	36.36	*	25.00	27.27	*	16.67	27.27	*	12	11	*
2	*	8.33	*	*	75.00	*	*	16.67	*	*	0.00	*	*	12	*
3	*	0.00	40.00	*	33.33	33.33	*	58.33	13.33	*	8.33	13.33	*	12	15
4	16.67	*	66.67	50.00	*	33.33	33.33	*	0.00	0.00	*	0.00	12	*	12
All Grades	13.56	14.29	41.27	45.76	47.62	34.92	30.51	30.16	11.11	10.17	7.94	12.70	59	63	63

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.18	36.84	41.18	23.53	36.84	29.41	23.53	26.32	11.76	11.76	0.00	17.65	17	19	17
1	16.67	27.27	*	41.67	36.36	*	33.33	36.36	*	8.33	0.00	*	12	11	*
2	*	16.67	*	*	75.00	*	*	8.33	*	*	0.00	*	*	12	*
3	*	16.67	53.33	*	41.67	26.67	*	41.67	13.33	*	0.00	6.67	*	12	15
4	50.00	*	83.33	33.33	*	16.67	16.67	*	0.00	0.00	*	0.00	12	*	12
All Grades	33.90	26.98	53.97	35.59	47.62	25.40	20.34	25.40	11.11	10.17	0.00	9.52	59	63	63

Oral Language
Percentage of Students at Each Performance Level for All Students

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	21.05	35.29	14.29	31.58	29.41	57.14	36.84	35.29	28.57	10.53	0.00	14	19	17
1	*	0.00	*	*	27.27	*	*	18.18	*	*	54.55	*	*	11	*
2	*	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	*	12	*
3	0.00	0.00	20.00	0.00	16.67	46.67	75.00	41.67	20.00	25.00	41.67	13.33	12	12	15
4	*	*	58.33	*	*	33.33	*	*	8.33	*	*	0.00	*	*	12
All Grades	3.39	9.52	26.98	35.59	28.57	39.68	38.98	36.51	22.22	22.03	25.40	11.11	59	63	63

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	52.94	47.37	29.41	47.06	42.11	52.94	0.00	10.53	17.65	17	19	17
1	33.33	63.64	*	58.33	36.36	*	8.33	0.00	*	12	11	*
2	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
3	*	8.33	46.67	*	58.33	40.00	*	33.33	13.33	*	12	15
4	50.00	*	66.67	50.00	*	33.33	0.00	*	0.00	12	*	12
All Grades	42.37	31.75	47.62	50.85	57.14	42.86	6.78	11.11	9.52	59	63	63

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.29	42.11	47.06	35.29	52.63	35.29	29.41	5.26	17.65	17	19	17
1	8.33	9.09	*	83.33	63.64	*	8.33	27.27	*	12	11	*
2	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*
3	*	41.67	60.00	*	58.33	26.67	*	0.00	13.33	*	12	15
4	33.33	*	91.67	66.67	*	8.33	0.00	*	0.00	12	*	12
All Grades	30.51	39.68	58.73	54.24	53.97	28.57	15.25	6.35	12.70	59	63	63

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	21.05	29.41	82.35	68.42	47.06	5.88	10.53	23.53	17	19	17
1	33.33	27.27	*	58.33	18.18	*	8.33	54.55	*	12	11	*
2	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
3	*	0.00	26.67	*	33.33	53.33	*	66.67	20.00	*	12	15
4	8.33	*	33.33	50.00	*	66.67	41.67	*	0.00	12	*	12
All Grades	11.86	19.05	26.98	66.10	50.79	49.21	22.03	30.16	23.81	59	63	63

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.06	52.63	58.82	29.41	47.37	41.18	23.53	0.00	0.00	17	19	17
1	0.00	0.00	*	83.33	63.64	*	16.67	36.36	*	12	11	*
2	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
3	*	16.67	13.33	*	66.67	80.00	*	16.67	6.67	*	12	15
4	8.33	*	50.00	91.67	*	50.00	0.00	*	0.00	12	*	12
All Grades	15.25	28.57	28.57	67.80	57.14	63.49	16.95	14.29	7.94	59	63	63

Conclusions based on this data:

1. 83.33% of fourth graders scored a level 4 in oral language.

2. 41.27% of students scored a level 4 in 23-24 compared to 14.29% of students in 22-23. This is a significant increase.

3. There was a significant increase the percentage of students scoring a level 4 in every domain, except writing, which stayed the same from the previous year.

School and Student Performance Data
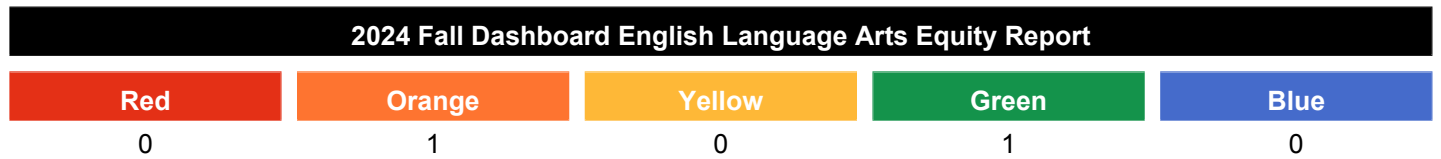
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
537	**15.3%**	**11%**	**0.2%**
Total Number of Students enrolled in Bacich Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	59	11%
Foster Youth	1	0.2%
Homeless	6	1.1%
Socioeconomically Disadvantaged	82	15.3%
Students with Disabilities	43	8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.2%
American Indian	1	0.2%
Asian	17	3.2%
Filipino	5	0.9%
Hispanic	106	19.7%
Two or More Races	75	14%
Pacific Islander	1	0.2%
White	320	59.6%

Conclusions based on this data:

1. With nearly 11% of our students as English Learners, it is important that we plan for them and their specific needs in this site plan.

2. With 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.

3. 15.3% of our students are socioeconomically disadvantaged. It is important that we ensure we are taking specific actions to close the opportunity gap.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall performance data is positive. Both math and language arts are in the green. Our English Learner Progress is in the blue.

2. Bacich was identified for ATSI for Chronic Absenteeism based on data from 2021-22, and in response we embedded actions steps to support addressing this area of concern into the 2023-24 SPSA. Our efforts have proven effective as chronic absenteeism is now in the green.

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

School and Student Performance Data

Academic Performance
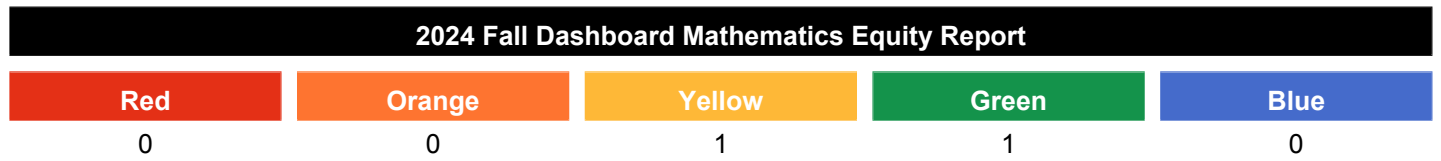## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
29.6 points above standard	49.2 points below standard	0 Students
Declined 19.6 points	Declined 8.5 points	
207 Students	29 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	41.8 points below standard
	4 Students	Increased 4.4 points
		32 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
64.8 points below standard	0 Students	0 Students
Declined 10.8 points		
30 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	26.0 points below standard
7 Students	2 Students	Declined 7.5 points
		45 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
60.0 points above standard	0 Students	38.9 points above standard
Increased 23.8 points		Declined 27.3 points
33 Students		120 Students

Conclusions based on this data:

1. Overall, in English Language Arts, our students are performing nearly 30 points above standard. Conversely, our students with disabilities are performing 64.8 points below standard and our English Learners, 49 points below standard. Our Hispanic students are performing 26 points below standards while our white students are 38.9 points above standard. It is important that school staff reflect on this data and take specific steps to address this disparity. All of these represent declines from the previous year. We have concluded a school wide curriculum pilot in language arts in an effort to improve reading instruction and outcomes for our students.

2. Socioeconomically disadvantaged students performed 41 points below standard. We need to improve the ways we are serving this population.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
45.4 points above standard	31.6 points below standard	0 Students
Declined 18.0 points	Declined 26.7 points	
209 Students	31 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	17.7 points below standard
	4 Students	Declined 6.7 points
		32 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
31.8 points below standard	0 Students	0 Students
Declined 19.6 points		
31 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	2.7 points below standard
		Declined 5.2 points
7 Students	2 Students	47 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
77.8 points above standard	0 Students	54.8 points above standard
Increased 18.2 points		Declined 20.9 points
33 Students		120 Students

Conclusions based on this data:

1. Overall, in Math, our students are performing 45.4 points above standard, however this represents a decline from the previous year.

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

3. Students with disabilities, socio-economically disadvantaged students and English learners performed below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
71.4% making progress.	making progress.
Number Students: 42 Students	Number Students: 0 Students

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.

2024 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**
7.1%	21.4%	0%	71.4%

Conclusions based on this data:

1. We have seen improved scores for two years in a row. 71.4% of our EL students are making progress.

2. We need to continue to provide professional development for our general education teachers to be able to regularly use integrated ELD strategies in the classroom.

3. We have completed both math and ELA pilots. Both curriculum have embedded supports and strategies for EL students.

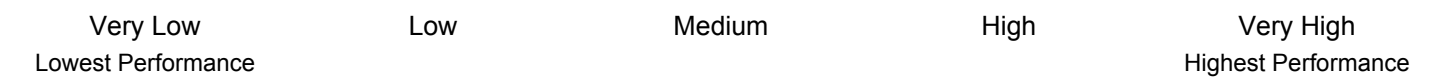# School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
6.6% Chronically Absent	9.5% Chronically Absent	0 Students
Declined 8	Declined 17.5	
547 Students	63 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	14% Chronically Absent
1 Student	10 Students	Declined 12.5
		93 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
7.7% Chronically Absent	0% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 16.4	0	1 Student
65 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0% Chronically Absent	Fewer than 11 students - data not displayed for privacy	10.1% Chronically Absent
Declined 7.7	6 Students	Declined 2.9
17 Students		109 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Blue
10.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	4.9% Chronically Absent
Declined 7.4	1 Student	Declined 8.3
76 Students		324 Students

Conclusions based on this data:

1. Bacich was identified for ATSI for Chronic Absenteeism based on data from 2021-22 and 2022-23, in response we have embedded actions steps to support addressing this area of concern into the 2023-24 SPSA. Rates for each category of students declined.

2. Socioeconomically disadvantaged students and English Learners have the highest absenteeism rates. We will continue to make this an area of focus for the 2025-26 SPSA.
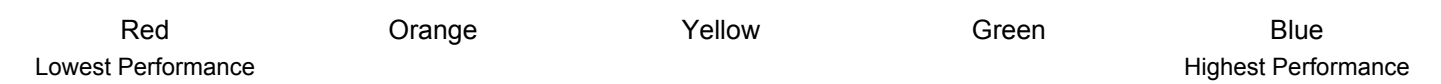
School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

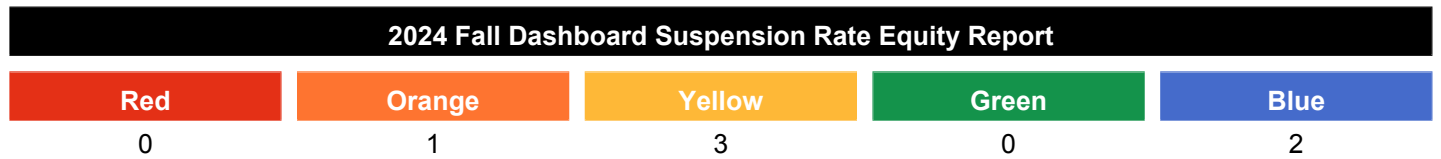## Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	2

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Blue	No Performance Color
0.9% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
549 Students	63 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1.1% suspended at least one day
1 Student	10 Students	Maintained 0.1%
		93 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
3.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.5%	14 Students	1 Student
65 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Declined 7.7%	6 Students	Declined 1%
17 Students		109 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
2.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.9% suspended at least one day
Increased 1.3%	1 Student	Increased 0.3%
76 Students		325 Students

Conclusions based on this data:

1. Overall, we have low rates of suspension, indicating strong intervention and response to behavior.

2. Students with disabilities is the student group with the highest percentage. We will continue to implement behavior plans and work closely with special education staff to meet the needs of students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

By June, 2026 all Bacich students will meet grade level standards in Mathematics as measured by site and standardized formative and summative assessments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Engage, support and challenge all students to eliminate the opportunity/resource gap and empower students to excel and pursue their passion.

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP growth in Math, 3 times per year (K, 1st, 2nd, 3rd and 4th grades)	24-25: MAP was given 3x for all students K - 4th grade. MAP Math - % at or above K- 86% 1- 78% 2 - 86% 3 - 91% 4 - 92%	Students performing below grade level will meet growth targets that demonstrate an accelerated learning path. Students with an identified learning profile requiring goals and services will meet goal areas in Mathematics.
		Students performing below grade level will meet growth targets that demonstrate an accelerated learning path. Students with an identified learning profile requiring goals and services will meet goal areas in Mathematics.
CAASPP (3rd and 4th)	23-24 data: 3rd- 74% met or exceeded the standard	Students meet or exceed standard in Math. Students show at least one year's growth in Math.

		4th- 80% met or exceeded the standard		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Schoolwide Support Plan - Continue to use the comprehensive Multi Tiered System of Support (MTSS) plan at Bacich reflecting tier 1, tier 2 and tier 3 student support expectations, as well as processes for discussing, monitoring, and providing support for all students in mathematics. Recommend students for math intervention services through the MTSS process based on assessment data.	All students	None Specified
1.2	Differentiated Teaching- Continue to support differentiated teaching strategies. Provide tier 1 and tier 2 training and resources for teachers and paraprofessionals to use in the classroom and during Bacich WIN (What I Need) time. Provide extension curriculum resources and strategies to teachers and paraprofessionals to support students who exceed grade level standards. Establish student groupings for small group classroom instruction and during WIN time based on assessment data.	All students	
1.3	English Language Development - Provide ongoing training for teachers on how to integrate ELD standards into math instruction as well as how to make math accessible to students who are not yet fluent in English.	English learners, students with special needs	
1.4	Math Curriculum - Provide Professional Development to support the implementation of a new math curriculum in all classrooms.	All students	
1.5	Math Intervention - Continue implementation of math intervention curriculum to address specific, assessed student needs. Intervention will have clear entrance and exit criteria and student progress will be monitored.	Students performing below grade level benchmarks	None Specified
1.6	Math Software Applications - Utilize current Math computer applications to support Math intervention and extension based on student assessment data.	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.7	Family Engagement - Encourage parents to support math practice at home. Share regular assessment results with families - MAP Growth, Module assessments, CAASPP, etc. Send unit descriptions/family math letters home. Ensure math homework is accessible to all students. Celebrate math as a community (math game nights, math fairs, March Mathness, etc.)	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, we have made progress on the implementation of this goal. We engaged in a math pilot and identified a math curriculum to recommend for adoption. We will provide professional development for all teachers as part of our implementation of the new curriculum in 2025-26.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

By June, 2026 all Bacich students will meet grade level standards in English Language Arts (ELA) as measured by site and standardized formative and summative assessments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Engage, support and challenge all students to eliminate the opportunity/resource gap and empower students to excel and pursue their passion.

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

Students who are reading below grade level

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students performing below grade level will meet growth targets that demonstrate an accelerated learning path. Students with an identified learning profile requiring goals and services will meet goal areas in English Language Arts.
MAP growth reading assessment 3 times per year	MAP Reading - % at or above K - 77% 1 - 76% 2 - 78% 3 - 68% 4 - 91%	Students performing below grade level will demonstrate "high growth" on MAP.
CAASPP (3rd and 4th)	23-24 Data: 3rd Grade - 65% met or exceeded 4th Grade - 73% met or exceeded	Students meet or exceed standard in reading.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Schoolwide Support Plan - Continue to use the comprehensive Multi Tiered System of Support (MTSS) plan at Bacich reflecting tier 1, tier 2 and tier 3 student support expectations, as well as processes for discussing, monitoring, and providing support for all students in English Language Arts. Recommend students for reading intervention services through the MTSS process based on assessment data.	All students	
2.2	Progress Monitoring Consistently use Dibels mClass progress monitoring assessments to ensure early identification and intervention for students at risk of reading difficulties, including dyslexia, to ensure equitable access to literacy instruction and improve reading outcomes for all students.	All students	
2.3	California Dyslexia Screener - Implement the California Dyslexia Screening assessment in accordance with state guidelines for all students in grades K–2. Ensure that screening results are used to inform targeted early intervention and instructional supports.	All students K-2	
2.4	Differentiated Teaching- Continue to support differentiated teaching strategies. Provide training for teachers and paraprofessionals in tier 1 and tier 2 student supports in English Language Arts to use in classrooms and during Bacich WIN (What I Need) time. Provide extension curriculum resources and strategies to teachers and paraprofessionals to support students who exceed grade level standards. Establish student groupings for small group classroom instruction and during WIN time based on assessment data.	All students	
2.5	English Language Development - Provide ELD training for teachers. Implement consistent use of ELD strategies in all classrooms, including, but not limited to, sentence frames, visual supports, vocabulary instruction, increased opportunities for students to speak in complete sentences and engage with the language.	English Language Learners	
2.6	Reading Curriculum Adoption - Continue implementation of structured literacy ELA	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	curriculum. Provide ongoing Professional Development for teachers. Support collaboration between classroom teachers and enrichment teachers to provide curriculum integration opportunities.		
2.7	Literacy Coaching - Continue to provide teacher training and coaching support to implement current best practices for the new structured literacy curriculum. Provide grade level planning time dedicated to reading instruction.	All students	
2.8	Reading Intervention - Continue to offer reading intervention before, during or after school to address specific, assessed student needs. Intervention will have clear entrance and exit criteria and students progress will be monitored. Expand site-based training opportunities for teachers and paraprofessionals in phonics based reading intervention to implement in classrooms and during WIN time.	All Students	
2.9	Literacy Software Applications - Evaluate current literacy computer applications in order to determine which program, if any, enhance students' reading development.	All Students	
2.10	Family Engagement - Engage parents to support reading at home. Share regular assessment results with families - MAP Growth, reading assessment data, CAASPP, etc. Ensure reading and writing homework is accessible to all students. Celebrate reading as a community (Read-a-Thon, cross grade level reading opportunities, mystery readers, author visits, all school read, etc).	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

N/A

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

We will begin to use Dibels mClass dyslexia screener for all students in K-2.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - students, staff and parents	Parents - 80% report positive "my child's learning environment is safe" Parents - 56% report positive "my child is safe from bullying at school" Parents - 90% would recommend Bacich to others Students - 91% say teachers treat them with respect Students - 75% report feeling safe in the classroom Staff - 96% report feeling proud of Bacich Staff- 51% report that students are safe from bullying	Parent reports around safety will increase. Student report of student behavior and positive feeling about going to school will increase.
Community event attendance	Attendance at evening events (Back to School Family Welcome, BTSN, Open House, Pizza/Game night) was high. Principal Chats had varying attendance levels throughout the year. The parent/caregiver attendance was robust. Parent volunteers on campus is strong. Attendance during grade level concerts remains strong.	Increased attendance for all demographic groups. Increased opportunities for community events.

Discipline data	There was a significant decrease in claims of bullying. Overall, behavior incidents decreased. 24/25 behavior referrals: K - 2 1st - 27 2nd - 6 3rd - 21 4th - 12	Decrease in reports of bullying. Decrease in office referrals for relational and physical aggression overall. Increase in significant behavior emergencies for students with disabilities. Increased use of strategies for social and emotional regulation.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School wide Support Plan - Continue to use the comprehensive Multi Tiered System of Support (MTSS) plan at Bacich reflecting tier 1, tier 2 and tier 3 student behavior support expectations, as well as processes for discussing, monitoring, and providing behavior support for all students. Provide neurodiversity training for teachers and staff.	All students	
3.2	Student Attendance - Monitor student attendance with a focus on students with chronic absenteeism and provide support to families of chronically absent students to improve attendance. Honor students with positive attendance records. Emphasize hand hygiene and respiratory etiquette to minimize the spread of illness.	All students	
3.3	Restorative Discipline - Expand the use of restorative justice practices in response to student discipline, to demonstrate a culture of learning, growth and personal responsibility. Work with staff to establish clear responses to unexpected student behavior.	All students	
3.4	Social Emotional Learning Curriculum - Continue to use the Toolbox Project social emotional learning curriculum. Continue to focus on positive behavior and provide common language between school and home. Provide training on Zones of Regulation to support school-wide use.	All students	
3.5	Anti-Bullying Curriculum - Identify anti-bullying curriculum and school-wide initiatives to support anti-bullying efforts.	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.6	TEAM Time - Provide social emotional and social justice lessons and activities during TEAM time to support social emotional learning and well-being in the classroom.	All students	
3.7	Social Justice - Continue the work of the Social Justice Committee to implement a TK-4 scope and sequence of social justice education and multicultural education. Incorporate anti-racism lessons into TEAM time. Evaluate social studies curriculum.	All students	
3.8	Culturally Responsive Teaching - Provide ongoing opportunities to develop and expand Culturally Responsive Teaching practices to facilitate high expectations of all Bacich students, make learning meaningful and relevant for all students and to build community with all of our families. Provide opportunities for teachers to participate in learning walks.	All Students	
3.9	Student Activities - Expand the available student activities offered during recess. Expand leadership opportunities for students. Continue to implement school wide initiatives such as Inclusive Schools Week, The Great Kindness Challenge, etc.	All students	
3.10	Relationships - Emphasize the importance of student-to-teacher relationships and prioritize time to establish rapport, build trust and form bonds. Nurture student-to-student relationships. Provide opportunities in class for students to work with peers, including providing opportunities for students to get to know peers from diverse backgrounds.	All students	
3.11	Community Engagement - Provide opportunities for parent involvement at school. Plan community building events such as game nights, etc. Bring in a wide range of voices through speakers from diverse backgrounds. Partner with KSPTA, Bacich ELAC, and KSD DELAC, to provide parent education events. Provide resources to families to support Social Emotional Learning Curriculum at home.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site staff surveys	KTA survey indicated that teachers experience challenges and do not always feel valued as professionals.	Teachers will report feeling supported, respected and valued by colleagues and administrators.
Youth Truth Survey - Staff	The relationships category improved to 96% compared to 91% last year. The typical YouthTruth school scored 86%. Engagement, culture, school safety, and professional development declined slightly from the previous year. Only 67% of teachers feel safe at school.	Percentage of teachers reporting positively will increase.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional Development Design and implement a new professional development plan in collaboration with teachers and staff to ensure that teachers and staff experience regular coaching and training in areas of interest and areas of need. Offer differentiated Professional Development plans.	All students	

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Grade Level Collaboration Provide regular grade level collaboration time for curriculum planning and data analysis.	All students	
4.3	Wellness Encourage personal wellness. Establish systems to monitor and support staff physical, social and emotional wellness. Provide support and care for all staff.	All students	
4.4	Staff Gatherings Provide opportunities and space for staff to gather together (staff meetings, staff luncheons, team building activities, etc.).	All students	
4.5	Staff Feedback Offer staff surveys three times a year to solicit feedback and discuss the work environment and support for teaching practices. Continue to dedicate time during staff meetings to appreciate the work of colleagues and student successes.	All students	
4.6	Relationships Emphasize the importance of staff relationships and prioritize time to establish rapport, build trust and form bonds.	All students	
4.7	Leadership Opportunities Provide leadership opportunities through curriculum committee chairs positions, curriculum pilots, GLC positions, student activities coordinators, etc.	All students	
4.8	Bacich Core Values - Revisit Bacich Core Values and revise and update as needed.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The professional development plan focused on the ELA pilot. Teachers reported dissatisfaction with some of the pilot professional development and online format. Many teachers took advantage of personal professional development. It will be important to continue to encourage teachers to partake in professional development that is meaningful to them.

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

None

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

Additional and dedicated time during staff meetings for discussion of discipline approaches and expectations.

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
Maria Martin	Principal
Lindsay Zeerzan	Classroom Teacher
Kerri Baetkey	Classroom Teacher
Marty Ross	Classroom Teacher
Claire Adams	Classroom Teacher
Katie Guenther	Classroom Teacher
Katie Knopf	Other School Staff
Hailey Underwood	Parent or Community Member
Christina Charlston	Parent or Community Member
Brent Goldman	Parent or Community Member
Maria Sweet	Parent or Community Member
Traci Wilda	Parent or Community Member
Sara Szkola	Parent or Community Member
Jessica Covington	Parent or Community Member
Gretchen Harris	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: DELAC, Parents, Staff, Grade Level Coordinators

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

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

This SPSA was adopted by the SSC at a public meeting on June 2, 2025.

Attested:

Signature	Role
	Principal, Maria Martin on June 2, 2025
	SSC Chairperson, Hailey Underwood on June 2, 2025