



## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Michael Kretsch Principal	kretschm@camabriand.com 408-377-3882

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

**School Description & Mission:**  
 Bagby Elementary School is a California Distinguished School that values educating the whole child. The staff and community believe in the importance of an education that encompasses 21st Century Skills (Creativity, Collaboration, Critical Thinking, Communication), the Arts, CCSS in English/Language Arts and Math, Physical Education, and Social/Emotional Learning. Bagby School serves approximately 469 students in grades TK - 5. Approximately 15.7% of Bagby's students are English Learners. The rate of students who are economically disadvantaged is approximately 18.7%. Bagby is located in West San Jose. Its attendance area includes San Jose and parts of Campbell. Our safe, warm learning environment is evident as one enters the beautifully landscaped campus. We enjoy being the home for both General Education and Special Day Classes. We embrace the whole child by celebrating diversity, instilling not only the joy of learning but also allowing the exploration of talents through art and music. Our students are encouraged to be Upstanders and are given opportunities to be responsible citizens. 21st-century skills drive our instructional practices to provide opportunities for students to grow and become critical thinkers, collaborative workers, and creative problem solvers. It is our goal to not only produce students ready for their academic future but also to prepare them to be cooperative and caring members of society. Bagby Staff is committed to conflict resolution and strives to help

students develop empathy and the ability to work together to solve social issues. Through the use of technology and high device ratios, Bagby is working to provide increased blended learning opportunities for all students.

#### School Safety:

The school campus has approximately 30 classrooms along with a cafeteria, school office, and the multi-purpose room is affectionately known as "The Barracuda Tank." The School Safety Plan is updated annually. Staff and students practice responses to a variety of situations through monthly drills. Staff is trained in the Incident Command System so that they are able to respond to disasters during the school day. Bagby underwent a fencing project, so the campus is fully secured during the instructional day. There is a large field that is a hub for the local softball league. Our grounds also house two solar canopy arrays. There are three playground areas for student use during recess. In partnership with the Home and School Club, Bagby was able to update a portion of the large playground in 2015 with a more modern play structure including a climbing wall. Bagby participates in Positive Behavior Interventions and Supports (PBIS) to foster a positive school climate. The PBIS team meets every month to review referral data and make informed decisions about possible responses and train the staff on ways to increase PBIS and reduce referrals. Students are recognized for following the "Bagby Bs-Be Safe, Be Respectful, Be Responsible, Choose Kind" through Bagby Bravos which are announced to the school weekly. Through PBIS, students in Tier 2 behavior intervention called Check-In/Check-Out with another school staff member to encourage and reinforce positive behavior. Bagby's staff values creating an environment that is emotionally, academically, and physically safe. We support the development of Social/Emotional Learning through the implementation of the Second Step curriculum, our Project Cornerstone partnerships, and collaboration with students, teachers, the principal, and parents. Bagby's goal is to reduce bullying of all types (physical, relational, cyber) through communication and collaboration.

#### Opportunities for Parent Involvement:

Bagby's parents volunteer to meet a variety of needs. The Home and School Club donations provide for assemblies, field trip experiences, and enrichment opportunities. Volunteers help out in the classroom, library, and through programs like Art Vistas, Project Cornerstone, and Maker Space. Parents participate in the school community and share stakeholder input through opportunities like School Site Council, English Learner Advisory Committee (ELAC), Home and School Club meetings, and Principal Coffees. The Home & School Club brings parents, students, and our community together for a variety of fun and educational activities including Halloween Fun Night, Family Movie Nights, Casino Royale, Kindness Week, Art Shows, Fun Run and Variety/Talent Show, and Field Day. Parents help in our classes as Arts Vista docents, Project Cornerstone volunteers, Maker Space guides, and with small groups in academics. Students are able to participate in the Mileage Club, run by parent volunteers, three days of the week and participate in supervised sports activities hosted two times a week at lunch recess by Valley Sports Camp. Parents also participate in special events like Back to School Night, Fall Conferences, Music concerts, Open House, parent Reading, Math, and Science nights along with special classroom or grade-level specific events.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Since Fall 2019, the Bagby staff has worked strategically to identify underperforming student groups through data analysis and to tailor Tier I (provided to all students) and Tier II (intervention services provided to some students) supports to support all learners. This progress was due first to strategic, high-quality instruction taking place in the classroom through adopted curricula (Benchmark Advance and Eureka Math). Additionally, the gains are reflective of consistent progress monitoring of students' progression in their acquisition of grade-level standards. Students identified through such monitoring were referred to Tier II services (Leveled Literacy Intervention and/or Phonics Intervention) for intensive cycles of intervention. Tier II supports assisted many students in making significant progress in reading. During 22-23 71 students participated with 38 meeting graduation criteria (57% graduation rate-increase from 24% during 21-22 school year).

Over the past three years, Bagby has also seen a significant decline in the number of major student behavior referrals and had zero suspensions during the 2019-2022 school years. Positive Behavioral Interventions and Supports implemented school-wide, in addition to the Second Step Curriculum (SEL) and Zones of Regulation being taught in every classroom, as well as a long-standing partnership with Project Cornerstone has resulted in a positive school environment. 82.9% of surveyed students reported that they often or always "like school." Additionally, 83.6% of the Bagby 2022-2023 School Climate Survey student respondents reported "feeling safe" often or always. The priority of the school community placed on SEL in our students' return to campus following the Spring 2020-Spring 2021 COVID pandemic, proved successful in creating a learning environment that nurtures student academic and SEL development, while also being a space that students enjoy coming on a daily basis.

## Reflections: 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.

Data from 22-23 local behavior referral records show that a priority for 23-24 will need to remain on PBIS interventions and supports, SEL instruction/supports campus wide, and focus on behavioral/mental health supports. End of 22-23 year data will show an increase in suspensions from 0 during 21-22 to 8 thus far in 22-23.

Data available from the California Dashboard shows medium performance in both Math and English Language Arts for our English Learners and Hispanic students based on CAASPP results from Spring 2023. While this was an improvement from previous years, additional work on supporting these students is necessary. Additionally, Bagby's English Learner Progress Indicator showed medium progress as 46.9% of 32 ELs made progress toward English proficiency. In addition to CAASPP assessment results, Fastbridge assessments Early Reading, Early Math, aReading, and aMath will be utilized to illustrate the present areas of focus for Bagby staff and the support needs of Bagby students.

CSD's local assessments (aReading, aMath, CBMReading, and Writing) show gaps in performance levels between all Bagby students and our students part of our SWD, SED, and Hispanic/Latino subgroups. The results are summarized below:

Spring 2022 Early Reading (identified high/some risk):

- All assessed Bagby Students-47%, SED-59%, H/L-69%, SWD-66%

Spring 2023 Early Reading (identified high/some risk):

- All assessed Bagby Students-40%, SED-63%, H/L-61%, SWD-25%

Spring 2022 Early Math (identified high/some risk):

- All assessed Bagby Students-28%, SED-42%, H/L-42.0%, SWD-40%

Spring 2023 Early Math (identified high/some risk):

- All assessed Bagby Students-21%, SED-48%, H/L-46%, SWD-25%

Spring 2022 aReading (identified high/some risk):

- All assessed Bagby Students-19%, SED-31%, H/L-42%, SWD-60%

Spring 2023 aReading (identified high/some risk):

- All assessed Bagby Students-17%, SED-33%, H/L-37%, SWD-40%

Spring 2022 aMath (identified high/some risk):

- All assessed Bagby Students-20%, SED-34%, H/L-43%, SWD-38%

Spring 2023 aMath (identified high/some risk):

- All assessed Bagby Students-15.6%, SED-24%, H/L-36.7%, SWD-33%

Our Resource Specialist is collaborating with classroom teachers of students on her caseload to address this need and to continue to maximize push-in support when possible. SWD struggle with a variety of aspects of ELA decoding, reading comprehension, writing, and fluency. Individualized Education Plans (IEPs) reflect goals to address these needs. Accommodations were offered for the 2022 SBAC administration and staff will continue to collaborate in better supporting SWD.

Tier II Leveled Literacy Intervention (LLI) and Phonics was provided to 71 students (K-5) for with 57% meeting graduation criteria and exiting program compared to 24% of 68 students during 21-22 school year.

Progress is evident on state and local assessments but specific demographics (SED, Hispanic/Latino, and Students with Disabilities) still remain behind their peers in meeting grade level standards.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Four goals have been identified for focus during 2023-2024:

Goal 1: Bagby School will provide high-quality instruction for all students (including EL, SED, Foster Youth, SWD) while preparing them for 21st Century College and Career Readiness

Highlights:

- Build on teachers' preparedness to effectively utilize student data/assessments in building strategic instructional groups and tracking student progress in particular those in targeted subgroups.
- Training and implementation of math curriculum-Eureka Math: Intervention component of Eureka Math
- Training and implementation of ELD standards to support our EL student population: GLAD Strategies Training/Retraining; ELD component of Benchmark Advance
- Continued staff training, PLC focus, and implementation of tier 1 science of reading interventions in all classes campus wide.
- Student access to Tier 2 interventions reading and intervention during the school day based off local assessment data
- Training and implementation of strategies for the Next Generation Science Standards (NGSS) aligned curriculum for all grade levels
- Staff training/retraining on Project Based Learning Implementation

Goal 2: Bagby School will provide highly qualified staff through recruitment, retention, and professional development

Highlights:

- 100% of teachers are fully credentialed and properly assigned
- Combination of whole group and more individualized professional development (GLAD, Eureka Math, Designated/Integrated ELD, NGSS, Social-Emotional Development, Tier 1 instructional best practices)
- Professional development to support teachers' preparedness to effectively utilize student data/formative assessments in building strategic instructional groups and tracking student progress.
- Multiple Teacher leadership opportunities provided
- Staff recognized and celebrated in a variety of ways

Goal 3: Bagby School will provide a responsive and orderly environment in which students feel safe academically, emotionally, and physically to pursue their achievement

Highlights:

- Continue to recognize positive student decision making, behavior, and growth through weekly Bagby Bravos announcements and honor students of the month in whole school assemblies
- Continue to implement the Second Step curriculum and Project Cornerstone to support students' social-emotional development.

- Continue to implement an attendance monitoring system, Attention to Attendance, to maintain low levels of truancies and absenteeism
- Increase the number of staff able to serve as Check-In/Check-Out coaches
- Continue to provide an increase in school-based counseling-individual and group based on staff referrals
- Provide counselor lead presentations and facilitated discussions on social and emotional topics

Goal 4: Bagby School will involve parents, families, and community stakeholders as partners in the education of all students  
Highlights:

- Continue to increase multi-language (and closed-captioned) communication to families through multiple avenues: text, email, newsletter, videos
- Increase attendance at Principal Coffees, Home and School Club, and ELAC by diversifying times of meetings providing additional supports if needed (ie. translators).
- Provide parent education in school academics through the district and school events
- Continue to partner with Bagby’s HSC and family volunteers to support community events, and organize or support Project Cornerstone, Maker’s Space, and Art Vistas.
- Partner with families and student services to identify interventions and support services to assist families struggling with on-time, daily attendance

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Bagby Elementary was identified for ATSI during 21-22 to support chronic absenteeism of two demographics: SED & SPED

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Bagby will work with CSD Students Services department and families to identify and implement strategic interventions meant to support the on-time daily attendance of every student.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Bagby will reexamine attendance data during 23-24 school year and compare it against rates of chronic absenteeism during 21-22 and 22-23.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

At the school site level:

School Site Council/English Learner Advisory Committee (SSC/ELAC) was involved in the development of the LCAP including feedback and suggestions. (List the dates you met)

The LCAP is in alignment with the LEA Plan-LCAP priorities English Language Advisory Committee (ELAC): Reviewed data related to EL students and provided input for LCAP.

It is important in the Cambrian SD that we offer ample opportunities for teachers, parents, and the community to participate in providing opportunities to include all stakeholder groups in the process. Having multiple opportunities ensured that all educational partners had ample and various opportunities to provide feedback and input. Informational meetings for the Bagby and Cambrian communities to understand the purpose of the LCAP, the current LCAP, and how the budget aligns with what is stated in the LCAP. These took place during SSC and ELAC meetings, staff meetings, as well as district-level LCAP and DELAC advisory committee meetings. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. At staff meetings, grade-level teams gave input on LCAP goals and provided guidance for actions. Additionally, students completed the School Climate Survey, families were provided an opportunity to complete the Bagby School Climate and Bagby LCAP Input Survey, and instructional staff completed the LCAP input survey as well. Data from both of these surveys informed 2023-2024 LCAP goals, actions, and resulting expenditures.

A summary of the feedback provided by specific educational partners.

The responses and input were varied. Here are the primary trends that seemed common to many of our educational partners:

- Continued support of PLCs
- Additional training in Science of Reading
- Training for families and staff in supporting varying social emotional concerns

Continued support for our significant student groups who are not meeting standards: EL, SED, and SWD.

- Support for teachers in professional development around GLAD Strategies, school day intervention support (Tier I and Tier II) for both reading and math, and an understanding of NGSS and how to support it in the classroom.
- Staff and parent volunteers will continue to support students in SEL development, Project Cornerstone Lessons and school-wide messaging around "Growth Mindset."
- Staff requested Starting Arts Drama return of Starting Arts Drama Workshop six-week series that each class participated in during the 2021-2022 school year. Home and School Club donations will continue to fund these programs and all Bagby students will participate during the school day.
- Staff requested supervised sports activities organization continue to support at lunch recess with student exposure to a diversity of sports and support with fair play



- Family feedback included increasing parent volunteer opportunities, streamlining district and site communications, increasing parent engagement opportunities, and diversifying the times of such opportunities.
- Teachers also commonly requested more collaboration time including more time to work with their grade level and work on data analysis and planning of strategic instruction
- Teachers were satisfied with Nugent Counseling Services but are requesting an expansion of available service days and service models in order to support more students post-COVID. The counselor worked in a very collaborative manner with the administration and teachers. Referrals were handled quickly and students were served effectively. Bagby has had five counselors in past three years. Bagby will be looking to ensure consistency in the next year with staffing for onsite counseling.
- Teachers need time to reflect and plan with other teachers to ensure consistent and connected Common Core implementation around all subject areas.
- Teaching staff also requested additional sub-supported release days to support students' assessments-specifically TK-1 assessments.
- Provide data-driven collaboration time for teachers to work on the implementation of data-driven intervention strategies.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Students completed the PBIS School Climate Survey and families were provided an opportunity to complete the Bagby Family Engagement Survey. Data from both of these surveys was shared with SSC/ELAC and informed 2022-2023 LCAP goals, actions, and resulting expenditures.

# Goals and Actions

## Goal

Goal #	Description
1	High Academic Achievement

An explanation of why the LEA has developed this goal.

To provide high quality and dynamic instruction for all students while preparing them for "next generation" college and career readiness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments (ELA, Math, and Science) for all students, including significant student groups - 3% increase annually	2019 SBAC Data- ELA <ul style="list-style-type: none"> <li>• SED: 19.4 points below standard</li> <li>• SWD: 19.4 points below standard</li> </ul> Math <ul style="list-style-type: none"> <li>• SED: 18.4 points below standard</li> <li>• SWD: 16.8 points below standard</li> <li>• H/L: 5.9 points below standard</li> </ul>	Ratings based on California School Dashboard  2022 SBAC ELA: High-All Students 36.9 points above standard (205 Students)  Medium-English Learners & Hispanic  2022 SBAC Math: High-All Students 27.4 points above standard (205 Students)  Medium-English Learners & Hispanic	TBD-when available in the Fall (22-23 SBAC Results)		Majority of SED and SWD will perform in green or better band on California School Dashboard in Spring 2022, 2023, and 2024 administrations of the ELA & Math SBAC assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall 2022, Winter 2023, and Spring 2023 Administrations of CSD Local Fastbridge Assessments (Early Reading, Early Math, aReading, aMath, and TK appropriate assessments) - 10% annual reduction of students in identified groups testing as high risk or some risk	<p>Fall 2021 Early Reading (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 31%, SED- 50%, H/L- 52%, SWD- 59%</li> </ul> <p>Fall 2021 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 28%, SED- 40%, H/L- 40%, SWD- 50%</li> </ul> <p>Fall 2021 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 21%, SED- 44%, H/L- 57%, SWD- 67%</li> </ul> <p>Fall 2021 aMath</p>	<p>Spring 2022 Early Reading (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 47%, SED- 59%, H/L- 69%, SWD- 66%</li> </ul> <p>Spring 2022 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 28%, SED- 42%, H/L- 42.0%, SWD- 40%</li> </ul> <p>Spring 2022 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 19%, SED- 31%, H/L- 42%, SWD- 60%</li> </ul> <p>Spring 2022 aMath</p>	<p>Spring 2023 Early Reading (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 40%, SED- 63%, H/L- 61%, SWD- 25%</li> </ul> <p>Spring 2023 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 21%, SED- 48%, H/L- 46%, SWD- 25%</li> </ul> <p>Spring 2023 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> <li>All assessed Bagby Students- 17%, SED- 33%, H/L- 37%, SWD- 40%</li> </ul> <p>Spring 2023 aMath</p>		Elimination of students in significant subgroups identified by local CSD assessments as "high risk."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(identified high/some risk): <ul style="list-style-type: none"> <li>All assessed Bagby Students assessed- 20%, SED- 41%, H/L- 46%, SWD- 42%</li> </ul>	(identified high/some risk): <ul style="list-style-type: none"> <li>All assessed Bagby Students- 20%, SED- 34%, H/L- 43%, SWD- 38%</li> </ul>	(identified high/some risk): <ul style="list-style-type: none"> <li>All assessed Bagby Students- 15.6%, SED- 24%, H/L- 36.7%, SWD- 33%</li> </ul>		
Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.		
English Learner Reclassification Rate	English Learner Reclassification Rate 2020-2021 was	English Learner Reclassification Rate 2021-2022 14.3%	English Learner Reclassification Rate 2022-2023-		

### Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Implementation	Bagby Instructional staff will implement Benchmark Advance and Eureka Math, utilizing all Tier 1 curriculum components.	\$0.00	No
1.2	Access to Adopted Curriculum	All students will have access to common core state standards instructional materials in ELA/Literacy, Math and Science.	\$0.00	No
1.3	Implementation of designated and integrated ELD	District provided PD to instructional staff in order to maximize utilization and implementation of designated and integrated ELD to	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support all English learners to achieve English proficiency and access state standards		
1.4	Universal Tier I Interventions & Supports	District (Ed. Services) guided PD to instructional staff focused on grade level data analysis and training on data-driven intervention strategies in order to maximize effectiveness of intervention components of core adopted programs and FastBridge assessments.	\$0.00	
1.5	Formative, Interim, and Summative Assessments	Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade levels state standards in ELA/Literacy, Math and Science. Staff will employ the following strategies and process to administer, analyze and monitor students' progress using assessment data in meeting the state standards. They include, but are not limited to the following: District FastBridge Benchmark assessments, Illuminate assessments (formative, interim, and summative); Unit of Study writing assessments.	\$0.00	No
1.6	Enrichment Opportunities	Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students: Extended STEAM activities, Makers Space, Drama, and Assemblies	\$11,750.00	No
1.7	ELA Tier II Interventions	Provide Tier II ELA Interventions-Levelled Literacy/Phonics Intervention	\$40,000.00	Yes
1.8	After School Tier II ELD Program	Provide Tier II ELD Program	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Progress Monitoring Significant Subgroups	Cycle of inquiry and action/progress monitoring of significant student groups (EL, SWD, SED and Hispanic/Latino) at risk of not meeting grade level standards in ELA and Math	\$4,500.00	No
1.10	Next Generation Science Standards-Pilot Science Curricula	Bagby staff will pilot and provide feedback on NGSS aligned Science curricula with goal of adoption.	\$0.00	No
1.11	Library Support Services	Library Technician	\$15,793.00	No
1.12	General Supplies, Equipment, Licensing	General Supplies, Equipment (misc replacements; doc cams, bulbs etc), Copier Lease	\$43,070.00	No
1.13	Testing Coordinator Stipend	Stipend to support state mandated assessments for 3rd-5th grade students	\$750.00	No
1.14	Classroom Aides	3 x Instructional Aides supporting K/Combination Classes and others	\$30,780.00	No
1.15	Instructional Subscriptions	Newsela, Learning A-Z/Raz-Kids, Brainpop	\$10,000.00	No
1.16	Provide Extended day enrichment and support activities	Provide after school support for targeted students in the form of a homework/enrichment center	\$15,000.00	No
1.18	Substitute Supported Assessment Release	Sub release to complete progress monitoring assessments (FastBridge, etc.)	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No ELD or extended learning programs were initiated during the 22-23 school due to staffing challenges.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Money allocated to support after school ELD program and extended learning programs was never expended due to inability to hire staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Tier II reading programs were highly effective during 22-23 school year increasing both number of students supported from 68 to 71 but more importantly increasing graduation rate from 24% to 57%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on establishment of successful practices during 22-23, goals for 23-24 will look to build off of foundational work and to improve practices and systems.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Effective Leadership, Teaching and Learning

An explanation of why the LEA has developed this goal.

To provide high quality staff through recruitment, retention and professional development so every student thrives.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	Baseline to be established in 2021-2022	85% of teachers implementing best Tier 1 instructional practices consistently.	85% of teachers implementing best Tier 1 instructional practices consistently.		100% of teachers implementing best Tier 1 instructional practices consistently.
Annual SARC - 100% of Teachers appropriately assigned	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.		Bagby/CSD will maintain highly effective process for teacher recruitment, selection, and support.
Professional Development, Training & Staff Collaboration Time	Baseline to be established in 2021-2022	80% of teachers/staff indicated that the professional development, training	85% of teachers/staff indicated that the professional development, training		90% of teachers/staff indicated that the professional development, training



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Evaluations/Reflections Tool		& staff collaboration was an effective use of their time.	& staff collaboration was an effective use of their time.		& staff collaboration was an effective use of their time.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recruitment and Retention of Staff	Recruit and retain highly qualified staff particularly in Special Education	\$0.00	No
2.2	Professional Development	Provide training, time and resources for staff for continuous improvement by implementing best practices and providing professional development for staff.	\$0.00	No
2.3	Access to 21st Century Tools and Resources	Provide access to and mastery of 21st century learning tools, resources and skills for staff and students with integration of instructional technology; provide professional development on integrating Next Generation skills, tools and teaching strategies.	\$0.00	No
2.4	Assessment and Progress Monitoring	Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade level state standards and implement strategic intervention activities when needed.	\$0.00	No
2.5	Professional Development	Multi-Tiered Systems of Support-Continue to partner with CSD and SCCOE staff in developing districtwide and robust site based MTSS frameworks and systems.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development	Professional Development-Tier 1 Instruction Differentiation	\$0.00	No
2.7	Professional Development	Designated & Integrated ELD	\$0.00	Yes
2.8	Professional Development	GLAD Strategies Training	\$0.00	No
2.9	Professional Development	Project Based Learning	\$1,000.00	No
2.10	Structured Collaboration Time and Support	Structured collaboration time provided to support the progress monitoring of underperforming students, particularly within identified subgroups	\$0.00	No
2.11	Teacher Learning Labs	Release time for teachers to collaborate, observe peers, and debrief after	\$3,000.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Peer observations of one another was not robustly implemented outside of new teachers. Based off input from PLCs during final session of 2023, grade level teams will be provided opportunity to see one another teach during 23-24 school year. Establishment of classroom walkthrough tool to gather instructional trend data was not fully designed and trends were not discussed robustly with staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During 22-23 school year the focus of PD and collaboration was on tier 1 instructional practices, data informed instruction, and in class interventions. \$1,000 was not allocated to PBL training. Additionally, only a portion of \$3,000 allocated to support learning labs was utilized to support teacher release. The goal for the 23-24 is to expand staff participation in peer observations.

An explanation of how effective the specific actions were in making progress toward the goal.

Professional learning community conversations and collaborations proved highly effective in building data driven instruction, collective efficacy, and improved student academic outcomes. PLCs also provided forum for peers to support one another in collectively problem solving challenges around Tier 1 instruction and in class interventions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional training in science of reading for all Bagby certificated staff. Continue on-going training for certificated staff around FastBridge interventions and reintroduce/review GLAD strategies during collaboration time with instructional staff.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Positive School Environment, Climate and Culture

An explanation of why the LEA has developed this goal.

To provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	74% of students responded that they always/often "feel like I do well in school."	76% of students responded that they always/often "feel like I do well in school."	93.3% of students responded that they always/often "try my best to do well in school."		90% of students will respond that they always/often "feel like I do well in school," as reported in the School Climate Survey.
SWIS Major Office Referrals	Less than 1% of students received a Major Office referrals in 2020-2021	7.6 % of students received a major office referral in 2021-2022.	1.4 % of students received. a major office referral to date in 2022-2023.		Maintain less than 1% of students receive a major office referral by 2023-2024.
Suspension/Expulsion Rate	0 students suspended/0 students expelled in 2020-2021	0 students expelled during 2021-2022.	4 students suspended (8 total suspensions) during 22-23.		Maintain less than 1% of students to be suspended or expelled by 2023-2024
Chronic Absenteeism Rate	3.4% 2019 CaSchoolDashboard Report	14% students were chronically absent during 2021-2022 according to A2A data.	8% of students have been chronically absent during 2022-2023 school year		Less than 1% of students will be chronically absent by 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			according to A2A Data.		

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide for/support SEL and Physical	Provide and develop programs that support the social and emotional learning and physical well-being of all students and staff.	\$0.00	No
3.2	Support and Train New Staff on PBIS	Provide support and training for key stakeholders to ensure a safe positive learning and working environment for students and staff.	\$0.00	No
3.3	Maintain or Increase attendance rates	Promote opportunities to maintain or increase attendance rates.	\$0.00	No
3.4	Maintenance of District Facilities	Ensure that school and district facilities are maintained and are safe learning and working environments.	\$0.00	No
3.5	Social Emotional Learning	Continue to implementation of Second Step, Zones of Regulation, Project Cornerstone, and revamp PBIS messaging around campus.	\$2,000.00	No
3.6	Lunchtime Support	Facilitated Lunch Recess Sports Coaching and Supervision	\$10,000.00	No
3.8	Performing Arts Instruction	Starting Arts Performing Arts	\$10,000.00	No
3.9	Supervision Staff	Supervision for arrival, dismissal, daily recess and lunch (Outdoor and Indoor Supervision)	\$50,397.00	No

Action #	Title	Description	Total Funds	Contributing

**Goal Analysis [2022-23]**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

PBIS expectations reboot was initiated. Expectations were revised and retaught. Updated PBIS visual messaging is still in progress.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and actual expenditures occurred.

An explanation of how effective the specific actions were in making progress toward the goal.

82.9% of students "like going to school at Bagby."

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Focus on how to better recognize "good behavior" at Bagby. Based on school climate survey only 65.0% of students felt that good behavior is noticed at Bagby. Additional focus will work to boost students reporting that "students treat each other well (presently 64.4% Always/often).

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Strong Family and Community Engagement

An explanation of why the LEA has developed this goal.

To promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSD's Family LCAP Survey: Families' prioritization of support for parent focus groups and parent organizations.	Baseline to be established in 2021-22.	Families' prioritization of support for parent focus groups and parent organizations is 55% in district's Parent LCAP Survey.	CSD Community LCAP Input Survey questions changed-no corresponding question in Spring 23 survey.		Increase prioritization of support for parent focus groups and parent organizations to over 75% positive response rate in district's Parent LCAP Survey.
CSD's Family LCAP Survey: Community feels there is a need for school support (translators, school/home liaison).	Baseline to be established in 2021-22.	49% of community feels there is a need for school support (translators, school/home liaison)	CSD Community LCAP Input Survey questions changed-no corresponding question in Spring 23 survey.		Increase percentage of families who feel that school communication and information is easy to understand and provided in a language that families can understand from baseline of 88% of respondents (who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					agreed) in Family engagement survey.
Bagby Family Engagement Survey: School communication and information is easy to understand and provided in a language families can understand.	90.7% of responding families stated that school communication and information is easy to understand and provided in a language families can understand.	97% of responding families stated that school communication and information is easy to understand and provided in a language families can understand.	88.7% of families responding shared that communication is effective.		99% of responding families state that school communication and information is easy to understand and provided in a language families can understand.
Bagby Family Engagement Survey: Families state feeling welcomed and valued when visiting school.	98% of responding families state feeling welcomed and valued when visiting school.	95% of responding families state feeling welcomed and valued when visiting school.	90.0% of families feel welcome coming onto campus.		100% of responding families state that they feel welcomed and valued when visiting campus

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Promote Communication	Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion.	\$0.00	No
4.2	Provide Family Education	Provide a variety of parent education/classes and district parent information events.	\$10,000.00	No
4.3	Enrichment Learning Opportunities	Provide a variety of enrichment learning opportunities to increase student engagement and participation before, during and after the instructional day.	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
4.4	Increase Community Participation	Provide opportunities to increase student, staff, parent and community partners participation in schools and district events/activities, advisory committees and task forces.	\$2,000.00	No
4.5	Zoom Meetings/Video Recordings	Continue to share community updates through video and offer community meetings or presentations through Zoom (recorded for those not able to attend)	\$0.00	No
4.6	Expand use of Translation Services	Expand staff use of translation services provided by Language Line to support effective family communication.	\$0.00	Yes
4.7	Streamline School/Family Communication	Streamline teacher-family and school-family communications for more effective information sharing	\$0.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Parent education nights took place on a CSD level, but not at the local level of Bagby. Based on Spring 2023 Bagby community survey, Bagby will partner with HSC and CSD to bring parent education nights to the Bagby Community and it's families for 23-24 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Parent education nights took place on a CSD level, but not at the local level of Bagby. Based on Spring 2023 Bagby community survey, Bagby will partner with HSC and CSD to bring parent education nights to the Bagby Community and it's families for 23-24 school year. Allocated \$10,000 not spent in providing family education opportunities during 22-23.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on community climate survey 90.0% of families report feeling welcome coming onto campus and 90.0% report that their "child likes school overall."

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Re-examine how Bagby welcomes new families to the school community through reworked kindergarten orientation and additional application of our family ambassador program in welcoming new families. Based on community input, families would like more cultural events/recognition of Bagby's diverse school community and improve our website/electronic communication systems. Families also provided input on ELOP fund allocations to focus on sports, coding, language, cooking, theatre, and art related programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**2023-24 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$266,290.00	\$10,000.00	\$22,750.00		\$299,040.00	\$263,290.00	\$35,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum Implementation	All	\$0.00				\$0.00
1	1.2	Access to Adopted Curriculum	All	\$0.00				\$0.00
1	1.3	Implementation of designated and integrated ELD	English Learners	\$0.00				\$0.00
1	1.4	Universal Tier I Interventions & Supports		\$0.00				\$0.00
1	1.5	Formative, Interim, and Summative Assessments	All	\$0.00				\$0.00
1	1.6	Enrichment Opportunities	All	\$0.00	\$0.00	\$11,750.00	\$0.00	\$11,750.00
1	1.7	ELA Tier II Interventions	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
1	1.8	After School Tier II ELD Program	English Learners	\$30,000.00				\$30,000.00
1	1.9	Progress Monitoring Significant Subgroups	All	\$4,500.00				\$4,500.00
1	1.10	Next Generation Science Standards-Pilot Science Curricula	All	\$0.00				\$0.00
1	1.11	Library Support Services	All	\$15,793.00				\$15,793.00
1	1.12	General Supplies, Equipment, Licensing	All	\$43,070.00				\$43,070.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Testing Coordinator Stipend	All	\$750.00				\$750.00
1	1.14	Classroom Aides	All	\$30,780.00				\$30,780.00
1	1.15	Instructional Subscriptions	All			\$10,000.00		\$10,000.00
1	1.16	Provide Extended day enrichment and support activities	All	\$15,000.00				\$15,000.00
1	1.18	Substitute Supported Assessment Release	Targeted TK-1, but NOT limited to All	\$9,000.00				\$9,000.00
2	2.1	Recruitment and Retention of Staff	All	\$0.00				\$0.00
2	2.2	Professional Development	All	\$0.00				\$0.00
2	2.3	Access to 21st Century Tools and Resources	All	\$0.00				\$0.00
2	2.4	Assessment and Progress Monitoring	All	\$0.00				\$0.00
2	2.5	Professional Development	All	\$0.00				\$0.00
2	2.6	Professional Development	All	\$0.00				\$0.00
2	2.7	Professional Development	English Learners	\$0.00				\$0.00
2	2.8	Professional Development	All	\$0.00				\$0.00
2	2.9	Professional Development	All	\$1,000.00				\$1,000.00
2	2.10	Stuctured Collaboration Time and Support	All	\$0.00				\$0.00
2	2.11	Teacher Learning Labs	All	\$3,000.00				\$3,000.00
3	3.1	Provide for/support SEL and Physical	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Support and Train New Staff on PBIS	All	\$0.00				\$0.00
3	3.3	Maintain or Increase attendance rates	All	\$0.00				\$0.00
3	3.4	Maintenance of District Facilities	All	\$0.00				\$0.00
3	3.5	Social Emotional Learning	All	\$1,000.00		\$1,000.00		\$2,000.00
3	3.6	Lunchtime Support	All	\$10,000.00				\$10,000.00
3	3.8	Performing Arts Instruction	All		\$10,000.00			\$10,000.00
3	3.9	Supervision Staff	All	\$50,397.00				\$50,397.00
4	4.1	Promote Communication	All	\$0.00				\$0.00
4	4.2	Provide Family Education	All	\$10,000.00				\$10,000.00
4	4.3	Enrichment Learning Opportunities	All	\$0.00				\$0.00
4	4.4	Increase Community Participation	All	\$2,000.00				\$2,000.00
4	4.5	Zoom Meetings/Video Recordings	All	\$0.00				\$0.00
4	4.6	Expand use of Translation Services	English Learners	\$0.00				\$0.00
4	4.7	Streamline School/Family Communication	All	\$0.00				\$0.00

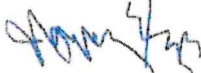
## Recommendations and Assurances

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 (LCAP) 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

The SSC reviewed the content requirements for school plans of programs included in this LCAP 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 LCAP 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 LCAP was adopted by the SSC at a public meeting on .

Attested:



Principal, Mr. Michael Kretsch on 5/5/23

SSC Chairperson, on 5/5/23