Walter L. Bachrodt Elementary School
School Year: 2024-25

School Plan for Student Achievement (SPSA)

Tina Ybarra

San José Unified School District

Walter L. Bachrodt Elementary School

School Year: 2024-25

Title 1 Status	Schoolwide Title I Program
State Dashboard Status	No Status

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts 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.

About this School:

Grades Served:	TK-5th	
Total Students:	426	
Ethnic Breakdown:	White	9%
	Hispanic	78%
	Black	5%
	Other	9%
Free lunch	45%	190
Reduced lunch	13%	54
Total FRPL	57%	244
EL	36%	152
EO	47%	202
Foster Youth	0%	1
Special Education		

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Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffee. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also reflects on the use of resources in the previous year and how they may have impacted student data.

School Plan: Description of the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals

LANGUAGE ARTS:

This year's overall ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.

MATHEMATICS:

This year's overall Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.

ENGLISH LANGUAGE LEARNERS:

64% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.

SCHOOL CLIMATE:

This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

Walter L. Bachrodt Elementary School
School Year: 2024-25

School Plan for Student Achievement (SPSA)

Elizabeth Brush

Site Based Resource Inequities

San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.

Our Strategic Plan is aligned with the Local Control Funding formula (LCFF) and the Local Control and Accountability (LCAP). We provide Common Core aligned instruction and use district programs to provide differentiated and appropriate instruction. We will use one supplemental FTE to fund an Intervention Specialist who will work with students who are performing significantly below grade level and students who are in need of additional English Language Learner supports. The Intervention Specialist will provide small group and one-to-one instruction in order to ensure that all learners have the support they need to make significant growth.

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.

Reading Growth support (most needed for English reading growth).
ELL Growth/Reclassification
CA Dashboard (ELA)
22.2 points below standard, an increase of 3.5 points (all students)
36.7 points below standard, a maintenance of -0.7 points (Hispanic students/orange)
37.2 points below standard, an increase of 15.5 points (EL students/yellow)
46 points below standard, an increase of 7.9 points (Socioeconomically Disadvantaged students/yellow)
Our Plans:
CA Dashboard (ELL Progress)
55.4% making progress, an increase of 8.5% (EL students/green)
Our Plans:

Prop 28 School Site Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24.

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.

Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.

Funds	Total of $72,110. 20% of our funding ($14,422) will be used for supplies, field trips, or assemblies related to the art area that we provide to our students.
FTE	80% of our funding ($57,688) will be used to fund a shared district staff member who will teacher an identified art area to our students.

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan

If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.

Not applicable for this school.

Describe the consultation with educational partners and the impact the feedback had on the plan.

Not applicable for this school.

Identify the specific actions on the strategies page that will be utilized to improve outcomes for the subgroups or areas listed above.

Not applicable for this school.

Title I Needs Assessment

Describe the effectiveness of those strategies and any adjustments planned for the current school year to improve student outcomes.

Identify the use of Title I funds in the 2023-2024 school year		Impact these funds had on student achievement	Keep, Abandon, Adjust for 2024-2025 school year.
Professional Development			
Positive Climate			
Extended Day or Year Intervention	Yes	Before school and after school interventions in both reading and math were effective as witnessed by student growth on monthly ISIP assessments and NWEA....do I add Dreambox data (not an assessment per say) effective or not effective (as witnessed by)	Keep
Purchase supplemental resources			
Release for SST, Data Chats, PD			
Additional Learning Experiences	Yes	Science Camp has not yet occurred during the 2023-2024 school year, but seventy-one 5th grade students took part in Science Camp at Camp Campbell during the 22-23 school year. The camp consisted of a 4-day overnight camp program. Funds also provided two buses that transported students to and from camp.	Keep
Parent/ Community Engagement	Yes	Parent/Community Engagement - Most parent communication occurs via electronic platforms. No additional materials were purchased or necessary for outreach during the 2023-2024 school year. Some funds were used to fund parent seminars and purchase items and refreshments for parent events and recognition at the end of the school year.	Keep

Walter L. Bachrodt Elementary School

School Plan for Student Achievement (SPSA)

Tina Ybarra

School Year: 2024-25

Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the **previous school year.** Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's 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.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Met Previous Years Goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous 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. *Based on interim assessments and updated in the fall when the state dashboard is released. (WPA, Grades, etc.)*

The 2023 dashboard for English Language Arts increased by 3.5 points from the 2022 dashboard. The 2023 Smarter Balanced Summative Assessment ELA data showed a growth of 0.07% who met or exceeded state expectations. Currently on track to implement 2023-24 SPSA as intended.

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.

Next year we will continue to budget for before/after school English Language Arts intervention. We will monitor student growth on local assessments (Fountas & Pinnel and ISIP) in order to determine intervention needs.

	Action Steps for the Current School Year	Owner	Timeline
#1	Plan before/after school intervention to promote increased ELA growth.	Principal and Intervention Specialist	Year Round
#2	Provide teachers with additional support on using content and language objectives to promote ELA growth and ELL reclassification rates	Principal and Instructional Coach	Year Round

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous 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.

The 2023 dashboard for Math increased by 12.3 points from the 2022 dashboard. The 2023 Smarter Balanced Summative Assessment Math data showed a growth of 4.2% who met or exceeded state expectations. Currently on track to implement 2023-24 SPSA as intended.

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.

Next year we will continue to budget for before/after school Math intervention. We will monitor student growth on local assessments (NWEA) and student usage of Dreambox in order to determine intervention needs.

	Action Steps for the Current School Year	Owner	Timeline
#1	Plan before/after school intervention to promote increased Math growth.	Principal and Intervention Specialist	Year Round
#2	Provide teachers with additional support on using content and language objectives to promote Math growth.	Principal and Instructional Coach	Year Round

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	64% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous 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.

The 2023 dashboard increased 8.5% from the 2022 dashboard, with 55.4% making progress. Currently on track to implement 2023-24 SPSA as intended.

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.

Next year we will continue to work on establishing content and language objective to help students show progress by making growth on the ELPAC assessment.

	Action Steps for the Current School Year	Owner	Timeline
#1	Plan before/after school intervention to promote increased ELA growth.	Principal and Intervention Specialist	Year Round
#2	Provide teachers with additional support on using content and language objectives to promote growth on ELL reclassiification rates.	Principal and Instructional Coach	Year Round

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL

CLIMATE: Strategic Plan Alignment & Content Goals

SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous 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.

In the 2023 dashboard, chronic absenteeism declined by 2.1% from the 2022 dashboard, and suspensions declined by 0.5%. Currently on track to implement 2023-24 SPSA as intended.

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 continue to focus on reducing our rate of chronic absenteeism

	Action Steps for the Current School Year	Owner	Timeline
#1	School Attendance team will meet periodically throughout the school year to reveiw attendance data and plan next steps	Principal & Staff	Year Round
#2	Parents will receive regular communication about attendance and/or behavior when necessary	Principal & Staff	Year Round

Walter L. Bachrodt Elementary School
School Year: 2024-25

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LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC

Grade Level / Subgroup	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							39%	39%
Grade 3							25%	40%
Grade 4							40%	36%
Grade 5							50%	41%
Hispanic							34%	34%
English Learners							10%	10%
Special Education							15%	6%
Socio economically Disadvantaged							31%	27%
Foster							N/A	0%
Homeless							25%	0%

Spring 2023-24 Language Arts: CSA

Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall					12%	20%
Grade 3					5%	11%
Grade 4					7%	28%
Grade 5					23%	20%
Hispanic					9%	15%
English Learners					0%	3%
Special Education					0%	7%
Socioeconomically Disadvantaged					7%	11%
Foster					N/A	N/A
Homeless					0%	N/A

Winter 2023-24 English Language Arts: Istation (Level 5)

Grade Level	TK	K	1	2	3	4	5
2023-24 Winter % Stds Above Expectation	N/A	21%	12%	27%	22%	13%	21%

SPRING 2023-24 English WPA

Grade Level	TK	K	1	2	3	4	5
2023-24 % Stds At/Above Grade Level: Spring	N/A	18%	40%	20%	26%	24%	36%

Winter 2023-24 Spanish Language Arts: Istation (Level 5)

Grade Level	TK	K	1	2	3	4	5
2023-24 Winter % Stds Above Expectation	N/A	14%	34%	21%	10%	18%	62%

SPRING 2023-24 Spanish WPA

Grade Level	TK	K	1	2	3	4	5
2023-24 % Stds At/Above Grade Level: Spring	N/A	13%	57%	79%	N/A	N/A	N/A

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							33%	28%
Grade 3							35%	33%
Grade 4							39%	29%
Grade 5							25%	23%
Hispanic							30%	22%
English Learners							9%	9%
Special Education							19%	9%
Socio economically Disadvantaged							21%	16%
Foster							N/A	0%
Homeless							0%	0%

Winter 2023-24 Math NWEA

Grade Level	3	4	5
2023-24 % Students Predicted to Score 3 or 4 on SBAC	28%	25%	23%

ENGLISH LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learner Enrollment

Grade Level	TK	K	1	2	3	4	5
Number (#) of EL students	25	34	31	21	25	17	22

2023-24 ELPAC Performance Levels by Grade

Proficiency Level	TK	K	1	2	3	4	5
Level 1							
Level 2							
Level 3							
Level 4							

Reclassification Rates

2023-24

Grade Level	1	2	3	4	5
% Students	9%	9%	4%	0%	24%

ELPAC: 3 Year No Performance Level Growth

Grade Level	K	1	2	3	4	5
Number of students						
% of Students						

Walter L. Bachrodt Elementary School
School Year: 2024-25 *

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CLIMATE GOAL
This data provides the most recent information about climate, discipline, and attendance.

2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)			
Climate Survey Constructs	**3**	**4**	**5**
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.		

2023-24 Parent Involvement	
	Agree
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.
** Parents take this survey for the youngest SJUSD student in the family*	

2023-24 SUSPENSIONS AND EXPULSIONS							
Grade Level	**TK**	**K**	**1**	**2**	**3**	**4**	**5**
Suspension -Students As # Overall							
Suspension - Hispanic Students As # Overall							

2023-24 Chronic Absenteeism							
Student Group	**TK**	**K**	**1**	**2**	**3**	**4**	**5**
School Total							
Hispanic							
English Learners							
Special Education							
Socioeconmically Disadvantaged							
Foster							
Homeless							

Walter L. Bachrodt Elementary School
School Year: 2024-25

Tina Ybarra

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	**Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.**	Classroom / Office Supplies: general school and office supplies as needed throughout the school year.	All		Site Flex	Books and Supplies	$ 10,000.00
		Recess and **PE equipment:** Recess equipment will be provided to classroom teachers for use at recess time by students. Equipment will also be purchased for our specialized PE teacher to use during his PE time.	School Climate		Site Flex	Equipment	$ 1,472.18
2	**Professional Development**	Professional Development: Provide opportunities for our parent liaison to increase and improve outreach to parents.	School Climate		Title I Parent Educa	Classified Extra Duty	$ 250.00
		Peer Observations: provide release time for grade level span peer observations, coaching, and planning. (One roving sub, six days during the year)	All		Supplemental	Certificated Subs	$ 6,100.00
		Professional Development/Grade Level Collaboration: Hold two grade level collaboration meetings per grade level (K-5) . Tachers will discuss teaching practices, instruction, effectiveness of instruction, student growth, and in some cases team policies, behavior, and areas/needs for improvement. One sub will be provided for each teacher to allow them to attend these meetings.	All		Supplemental	Certificated Subs	$ 11,900.00
3	**Purchase books and other instructional materials**	Other supplemental materials: Supplemental and specific instructional materials to support the implementation of CCSS (leveled readers, and classroom sets and libraries.	Language Arts	Mathematics	Supplemental	Books and Supplies	$ 1,000.00
		Library books: Funds will be used to replace high-interest titles, increase the amount of non-fiction titles, and increse the amount of Spanish titles available for circulation in our library collection.	Language Arts		Title I Instruction	Books and Supplies	$ 2,000.00
		Other supplemental materials: provide headphones to implement blended learning	All		Title I Instruction	Equipment	$ 1,000.00
4	**Provide release days or time outside of the work calendar/schedule for staff to participate in collaboration and professional learning.**	SST Marathons: Hold an SST Marathon week two times per year. SST Meetings provide an opportunity for parents, teacher, school principal and intervention specialist to discuss...	All		Supplemental	Certificated Subs	$ 2,800.00
		Data chats: To support target students in K-2 literacy and 3-5 math, we will meet with teachers 1-1 (a minimum of two times per year) to analyze litearcy/math data and adjust whole group / small group instructional groups and strategies. (2 roving subs, two days during the year)	Language Arts	Mathematics	Supplemental	Certificated Subs	$ 700.00
		Professional Development: 3 teachers will be paid for serving on our Engagement Team. The team will meet to support a school environment where students, parents, staff, and community members feel welcome and help students thrive.	School Climate		Supplemental	Certificated Extra Duty	$ 1,000.00
		Professional Development: 3 teachers will be paid for serving on our Culture and Climate team. The team will meet to anlyze student behavior data and work to help staff create a positive and safe learning environment	School Climate		Supplemental	Certificated Extra Duty	$ 1,000.00
		Professional Development: 4 Teachers will be paid for serving on our Instructional Leadership Team. The team will meet to analyze school wide data and plan PD for staff in order to improve instruction. (K-1, 2-3, 4-5, and Instructional Coach)	All		Supplemental	Certificated Extra Duty	$ 2,000.00
5	**Provide extended day intervention and support for students**	Targeted Intervention Support: Based on student data (grades, SBAC, local assessments), we will provide targeted instruction in reading and math. Instruction will occur a minimum of two days per week for 60 minutes each day or 4 days per week for 30 minutes each day. Instruction will focus on skill gaps from available data or will frontload upcoming lessons.	All		Title I Instruction	Certificated Extra Duty	$ 6,192.44
		Targeted Intervention Support: Based on student data (grades, SBAC, local assessments), we will provide targeted instruction in reading and math. Instruction will occur a minimum of two days per week for 60 minutes each day or 4 days per week for 30 minutes each day. Instruction will focus on skill gaps from available data or will frontload upcoming lessons.	All		Supplemental	Certificated Extra Duty	$ 6,932.12
6	**Additional learning experiences**	Science Camp: We will pay for student transportation and staff extra duty. Current Science and English Language Development data indicates that students need extra support for academic language growth.	English Language Development		Title I Instruction	Travel and Confs	$ 20,000.00
		Parent Outreach: Provide materials (parent communcaition needs, books for Los Dichos, training) that our liaison can use to increase and improve outreach to parents.	School Climate		Title I Parent Educa	Books and Supplies	$ 297.70
		Assemblies: We will provide 3-4 assemblies over the course of the school year that align with our school expectations, social-emotional goals, and growth mindset to sustain a postive climate for all students.	School Climate		Title I Instruction	Service Agreements	$ 1,000.00
		Provide field trip opportunities for students to help promote language development.	English Language Development		Supplemental	Other	$ 3,000.00
7	**Parent and community engagement**	Child Care: Provide child care at parent events in order to increase parent participation.	School Climate		Title I Parent Educa	Classified Extra Duty	$ 250.00
		Parent Information Nights: All families will be invited to literacy and math nights so that families can have a better understanding of our curriculum and receive tips on best practices for supporting their child at home.	All		Title I Parent Educa	Books and Supplies	$ 200.00
		Parent recognition and engagement: Funds will be used to provide recognition and engagement for parent volunteers during the school year.	School Climate		Title I Parent Educa	Other	$ 250.00
		Always Reading: Provide literacy training and a literacy coach to parents of Kindergarten students and their parents in partnership with Always Reading. Serves as an opportunity to build consistent reading routines at home to promote reading growth.	Language Arts		Supplemental	Service Agreements	
8	**Positive Climate**	Funds will be provided for recognition and incentives that teachers will use to reward students. (Culture and Climate, academic, etc.)	School Climate		Title I Instruction	Books and Supplies	$ 1,000.00
		Recess 101: contract with Recess 101 to help create a welcoming, supportive, healthy, and enriching school environment that inspires improvement not only on the recess yard but also inside the classroom. It will teach and create opportunities for students to participate in safe, fair, and fun physical activities.			Supplemental	Service Agreements	$ 5,000.00
		Recess 101: contract with Recess 101 to help create a welcoming, supportive, healthy, and enriching school environment that inspires improvement not only on the recess yard but also inside the classroom. It will teach and create opportunities for students to participate in safe, fair, and fun physical activities.			Site Flex	Service Agreements	$ 1,000.00
9	**Prop 28 Arts and Music in Schools**	Funds will be used to purchase supplies and, materials, field trips and assemblies to enhance the Art program.	School Climate		Arts and Music	Books and Supplies	$ 17,306.91
		Certificated staffing to provide arts and music education.	School Climate		Arts and Music	Certificated Personnel (FTE)	$ 53,892.20
10							

Walter L. Bachrodt Elementary **School Plan for Student Achievement (SPSA)** Tina Ybarra
School Year: 2024-25

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. An elementary school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Gregory Roth	Chair
	Vice-Chair
Leticia Recio	Secretary

Classroom Teachers
Richard Wren
Valerie Gonzales
Leticia Recio
Other School Personnel
Olga Garcia

Principal
Tina Ybarra
Parents/Community Members
Hector Cuellar
Gregory Roth
Maria Garcia
Cintia Guerra Franco
Hang Nguyen

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Other School Personnel
Victoria Lozano

Principal
Tina Ybarra
Parents/Community Members
Maria Garcia
Mireya Mora
Maria Mora Delgado

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC **lasts for 2 years.**

School English Learner Advisory Committee (SELAC) Officers	
Maria Garcia	Mireya Mora
Maria Mora Delgado	

The SELAC has voted to give governance to the SSC on this date:	October 17, 2023

The name of the parent SELAC representative to the SSC is:	Maria Garcia

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☐	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
• This plan 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 plan was adopted by the School Site Council at a public meeting on:	

School Principal Name	Signature of School Principal	Date
Tina Ybarra	Tina Ybarra	5-21-24

SSC Chairperson Name	Signature of SSC Chairperson	Date
Gregory Roth	Gregory L Roth	May 30, 2024

SELAC Chairperson Name	Signature of SELAC Chairperson	Date
Maria Garcia	Maria Garcia	30 may 2024

box SIGN 13KYL698-187Y97X7

Walter L. Bachrodt Elementary **School Plan for Student Achievement (SPSA)** Tina Ybarra
School Year: 2024-25

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. An elementary school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Gregory Roth	Chair
	Vice-Chair
Leticia Recio	Secretary

Classroom Teachers
Richard Wren
Valerie Gonzales
Leticia Recio
Other School Personnel
Olga Garcia

Principal
Tina Ybarra
Parents/Community Members
Hector Cuellar
Gregory Roth
Maria Garcia
Cintia Guerra Franco
Hang Nguyen

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Other School Personnel
Victoria Lozano

Principal
Tina Ybarra
Parents/Community Members
Maria Garcia
Mireya Mora
Maria Mora Delgado

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC **lasts for 2 years.**

School English Learner Advisory Committee (SELAC) Officers	
Maria Garcia	Mireya Mora
Maria Mora Delgado	

The SELAC has voted to give governance to the SSC on this date:	October 17, 2023

The name of the parent SELAC representative to the SSC is:	Maria Garcia

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

• The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
• The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
• The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☐	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
• This plan 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 plan was adopted by the School Site Council at a public meeting on:	

School Principal Name	Signature of School Principal	Date
Tina Ybarra		5-21-24

SSC Chairperson Name	Signature of SSC Chairperson	Date
Gregory Roth		

SELAC Chairperson Name	Signature of SELAC Chairperson	Date
Maria Garcia		