SPSA Year ☐ 2017–18

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	Bancroft Middle School		
CDS Code	01-61291-6057111		
Revision Date			
Contact Name and Title	Valentin del Rio Principal	Email and Phone	vdelrio@slusd.us 510-618-4380
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations. Bancroft Middle School is part of the San Leandro Unified School District.

District Vision Statement
The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

Mission Statement
Our mission at Bancroft Middle School to provide all students with the opportunity to develop academically, socially, and emotionally as they move through the middle grades. Every student will have the opportunity to express and expand their talents, their skills, and their interests both in the classroom and through a wide range of extracurricular activities. Further, it is our mission to assure that every student is prepared for successful transition to high school and college.

School Motto
Take Care of Yourself, Take Care of One Another, Take Care of Bancroft.

SCHOOL PROFILE

Bancroft Middle School is located in the city of San Leandro, a suburban community of approximately 74,000 residents. The city occupies 15 square miles between the cities of Oakland and Hayward, and is bordered on the west by the San Francisco Bay and in the east by the East Bay Foothills. Bancroft Middle School has just under 1,000 students enrolled in grades sixth through eighth. The student demographics of Bancroft is comprised of 49.2% Latino, 21.2% African American, 12.8% White, 8.3% Asian, 3.9% Filipino, 1.4% Pacific Islander, and 0.1% American Indian.

The academic program is based on the Common Core State Standards and 21st Century learning skills, which guide middle school curriculum and courses. Students are enrolled in English, Mathematics, Science, History, and Physical Education courses. Students also have the opportunity to choose from among the following electives: Art, Instrumental Music, Computer Science including Coding, School Service, Spanish, Choir, Health, and Drama/ Public Speaking. Bancroft also offers AVID as an elective. AVID, which stands for Advancement Via Individual Determination, is a program that promotes a college going culture. Its main goal is to provide first in the family potential college students with a road map to their goal. Literacy Lab courses in English and Math are also available for students. A full range of support and enrichment opportunities are available to students including programs for English Learners and Students with Special Needs. Bancroft offers an after school program called ASES which stands for After School Education and Safety Program. This program is facilitated by the Boys' and Girls' Club and incorporates both academic support and enrichment opportunities.

Our community values opportunities for students to grow and develop their talents outside of the classroom. Bancroft offers a rich athletic program that includes the following sports teams: cross-country, flag football, boys' and girls' basketball, soccer, wrestling, track and volleyball. The instrumental music program at Bancroft includes over 200 student musicians in Band and Orchestra. The Bancroft Musical Theater stages a production each year that involves members of the broader San Leandro community of students, parents and theater enthusiasts. There are a broad number of school based clubs for students to be involved in including: Library Advisory Board, Simpson's Club (TV show), Razas Unidas, Friends on Friday Club, Black Student Union, Hip Hop Club, Healthy Kids Club, Gay-Straight Alliance, Robotics Club, Friends Club, Chess Club, and Anime Club, Parents are involved in a variety of formal and informal ways and have been instrumental in supporting students in both academic and extracurricular activities.

Parent groups include: PTA, United Parents of Bancroft (School Advisory Committee), English Learner Advisory Committee, Coffee & Conversation parent meetings, and School Site Council. Teachers, parents, and a site administrator form the governing body of the School Site Council which meets monthly to make important school and budgetary decisions. Bancroft also has a parent facilitator who is responsible for planning and implementing parent education classes each year to provide parents with important information on becoming a partner in their child's education, supporting socio-emotional development, and effective parent-child communication. The parent facilitator is also responsible for creating an inclusive relationship between parents and the school by showing them how to use the online grading system, showing them how to apply for extra curricular activities inside and outside of school, and assisting them with communication in English and Spanish, or coordinating translation services in a number of other languages. The parent facilitator works with families to create an easier access to school resources and opens communication with teachers, principals, or district officials.

Staff communicates regularly with families through newsletters, phone calls, emails, auto-text programs, in-person meetings, and some staff members use a teacher webpage. Parent volunteers are encouraged to work in classrooms, around the school, supervise extracurricular activities, or become involved in one of our parent groups.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Bancroft Middle School has made progress and grown in many ways through the past three-year LCAP cycle. The Bancroft Plan for Student Achievement 2015-2017 mirrored a number of actions and services outlined within the LCAP designed to support the improvement of student performance. These actions and services are outlined below.

GOAL 1 Student Achievement Access Equity
Bancroft has provided College for All field trips that expose all 8th grade students to various universities so that they understand successful options for their future.
Bancroft offers a teacher volunteer After School Study Hall to provide academic intervention for students in all grade levels.
Bancroft partnered with community partners at Women Work to expose female students to a variety of careers in the science and technology fields through Q and A forums and workshops.
Bancroft has supported and developed strong AVID programming in the 7th and 8th grades, and will be incorporating the 6th grade during the 2017-18 school year.
Bancroft funded a Math coach to provide additional math support for the newly adopted Eureka curriculum.
Bancroft increased after school enrichment opportunities by providing STEM, Theater arts, and Mandarin programs.
Bancroft has a robust and celebrated music program. The school has both a concert band, string orchestra, and a choir. This year the Band, Choir and Orchestra performed at Disneyland.
Bancroft Science Department successfully transitioned courses to align to the Next Generation Science Standards, implementing an integrated science program across the grade levels.
Bancroft offered a number of Professional Development opportunities for teachers this year including Project Based Learning, Positive Behavior Intervention Support, Designated and Integrated ELD.

GOAL 2 Technology
Bancroft has embraced and implemented the district 1:1 technology initiative through the deployment of Chrome carts in all core general, and special education classrooms.
Bancroft held a tech night where we gave away 50 refurbished computers to families in need. Bancroft is now connected to the Fiber loop which provides Bancroft with an internet infrastructure that can support all our technological needs.
Bancroft has hired a team of technology coordinators, staff who will provide teacher technology support. Teachers will be provided one on one training around the usage of our different platforms, as well as whole staff PD.
Bancroft has provided teachers with extensive training in technology. Platforms where teachers received training include Google Classroom, Illuminate, STAR Renaissance, Compass Learning, and Newsela.
Bancroft provides four technology based elective class offerings: Advanced Computers, Digital Arts and Graphics, Opportunity Science (coding), and Google Suite.
Bancroft has a robust after-school Robotics program which will be expanding in the 2017-2018 school year for more students to be able to participate.
Bancroft has an after-school internet radio club where students learn to create and publish podcasts and run radio programming.

GOAL 3 Community Public Relations
Bancroft has improved its ability to communicate with parents and community through weekly principal phone blasts and email message, a monthly newsletter, and the BMS website.
The Bancroft website is updated on a regular basis.
Bancroft has enhanced its translation services and all phone blasts go out in Spanish and English
Bancroft has trained two cohorts of parents, sixty parents total, in the PTA School Smarts Academy.

GOAL 4 School Safety Health Wellness
Bancroft has developed a matrix for PBIS and developed lessons regarding expectations in all areas of campus life such as the hallways, blacktop, cafeteria, bathrooms, and office to support students' positive behavior.
Bancroft provides a Coordination of Services Team who will be on site to provide emotional and social support for students identified by staff members.

Goal 5 Facilities
Bancroft purchased a new speaker system in the gym and portable sound system for assemblies
Bancroft is now connected to the Fiber loop and has the bandwidth to run all its technological devices at the same time.

How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

Goal1 Student Achievement Access and Equity
Funding of a Math coach supported the transition to the new Eureka Math curriculum, and reinforced good teaching methodologies creating access to the curriculum for English language learners.
Funding tutorial programs offered student supports in core academic courses to ensure that students without support at home are given the help that they need.
Funding for professional development and teacher release time for NGSS, PBL, and the History Framework led to implementation of standards aligned instruction.
Funding of Instructional supplies for English, History, Math, and Science supported all academic projects increasing student performance for our EL, low income and foster youth.

Goal 4 School Safety Health and Wellness
Funding for campus security increased positive culture on campus.

Title One establishes and maintains programs designed to improve the educational opportunities of low-income and disadvantaged children; one of the actions and services that had a direct impact on helping students achieve proficiency on challenging state academic achievement standards was the funding of an instructional coach in Math leading to increased educational performance of students. The instructional coach provided professional development to support teachers in lesson planning, ensuring universal access to all students to math strategies as well as how they align with the Common Core Standards. Moreover, professional developments sessions were led to inform teachers of the latest methodologies for teaching English language learners in a Math class, upgrading the instructional program for the whole school, and directly contributing to student growth. Materials and supplies purchased enhanced learning experiences for all students in Science courses as all courses shifted to Next Generation Science Standards. Teachers increased involvement in professional development opportunities led to improved delivery of daily instruction. Funding tutorial programs offered supports in core academic courses to ensure that students without support at home are given the help that they need.

Moving forward, in 2017-18 we plan to implement our new site goals over this next SPSA cycle, ranging from the full implementation of project-based learning to improvements in our monitoring the progress of English Language Learners. In addition, we plan to continue enhancing a college and career-oriented culture, intervention supports and continual supports to strengthen the school to home connection.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

The San Leandro Unified School District uses multiple measures to determine the greatest needs. In addition to the CA Dashboard, the district has an established internal dashboard that all site and district administrators reference. The internal data dashboard includes both academic progress indicators as well as behavioral indicators. This dashboard is a cornerstone in our evaluation of current programs, curriculum, and services that students receive. After analysis of both the CA Dashboard and our internal local indicators of performance and progress, the following areas emerged as greatest needs:

1. SUSPENSION INDICATOR (Red)
Asian (orange)
African American (Red)
English Learner (Red)
Filipino (Red)
Hispanic (Orange)
Socially Economically Disadvantaged (Red)
Students with Disabilities (Red)

2. ENGLISH LANGUAGE PROGRESS INDICATOR (Orange)

2. What steps is the school planning to take to address these areas of greatest need for improvement?

The following actions outlined in our SPSA will be taken to improve the areas of greatest need for improvement:

Bancroft will:
Provide professional development and support for culturally and linguistically responsive teaching.
Provide professional development on how to implement restorative practices in the classroom in order deescalate conflict and provide support for re entry post conflict.

Bancroft will reduce the rate of suspensions and improve school climate through the following actions:
Utilize the MIISS multitiered intervention framework for academic and behavioral support.
Implement strategic parent education efforts focusing on how best to support student success at home.
Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.

Bancroft will address the needs of English Language Learners by:
Distributing lists of students designated as English learners along with their proficiency levels to all teachers.
Inspire students to attend public and/or private colleges by establishing a K-12 college-going culture across the campus.
Support the effective, consistent implementation of newly adopted ELD standards in ELA, Math, Science and Social Studies.
Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners.
Identify long term English language learners and monitor their progress towards reclassification.
Increase the reclassification rates of English Learners in order to ensure access to college going course programming, by administering STAR progress monitoring assessments throughout the school year to track student language acquisition.
Monitor reclassified students to assure they are continuing to meet benchmarks and goals.
Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents through a series of informational workshops held during the United Parents of Bancroft and ELAC monthly meetings.
Encourage families of English Learners to participate in our PTA Parent Smarts Academy as well as other leadership groups.
Our after school enrichment programs focus on high interest, hands on learning like robotics in order to support the language development needs of our English Learners.
We will assure that all staff members who are delivering instruction are trained and well versed in the delivery of the ELD standards.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

The following state indicators included student groups in Orange or Red:

1. SUSPENSION INDICATOR (Red)
Asian (orange)
African American (Red)
English Learner (Red)
Filipino (Red)
Hispanic (Orange)
Socially Economically Disadvantaged (Red)
Students with Disabilities (Red)

2. ENGLISH LANGUAGE PROGRESS INDICATOR (Orange)

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

After analysis of both the CA Dashboard and our own internal indicators for performance and progress, the following areas emerged as greatest needs. The steps that the school is taking to address the areas of need fall within the guidelines of the San Leandro Unified School Districts strategic plan. The steps are as follows:

Steps to reduce the rate of suspensions are:

Goal #1 Teach Learn Achieve
Key Initiatives:
1. Responsive Engaging Pedagogy

- Provide professional development and support for culturally and linguistically responsive teaching
- Participate in a grant from Kaiser promoting trauma informed teaching
- Partnership with SEEDS Community Resolution Center to implement a restorative justice component within the discipline protocols in place at Bancroft

2. Personalized Real World Learning

- Utilize a multitiered intervention framework for academic and behavioral support

GOAL #2: Equity and Inclusion through College and Career Readiness
Key Initiatives:
1. College Connections

- Implement strategic parent education efforts about how to support student success at home
- Provide AVID courses for students and implement AVID strategies school-wide in order to promote a college going culture on campus.

2. Social-emotional Development

- Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.

The steps the school is planning to take to address the needs of English Language Learners are:

Goal #1 Teach Learn Achieve Key Initiatives:
1. Standards Aligned Instruction and Assessment

- Support the effective, consistent implementation of newly adopted ELD standards in ELA, Math, Science and Social Studies to support the language acquisition of our English language learners.

2. Responsive Engaging Pedagogy

- Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners

3.Running reports on student progress at the end of each quarter.

- Monitor students who have been reclassified to assure that we providing intervention if needed.

GOAL #2: Equity and Inclusion through College and Career Readiness Key Initiatives
1. College Connections

- Increase the reclassification rates of English Learners in order to ensure access to college through course programming by administering the STAR progress monitoring assessment throughout the year to monitor progress towards reclassification.

GOAL #4: Family and Community Involvement Key Initiative:
1. Bridging Home and School

- Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents through workshops held during the United Parents of Bancroft and ELAC meetings held monthly.

- increase our parent participation in ELAC meetings and provide opportunities for them to give us feedback on how we can improve parent participation.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Bancroft will continue to demonstrate our commitment to historically underserved students, specifically our African American, English Learner, Filipino and Students with Disabilities, through the improvement of actions and services with this plan. Bancroft Middle School is committed to eliminating the opportunity gap by providing engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies and civic engagement. An analysis of data from the CA Dashboard and other local measures indicate that the areas of greatest need for Bancroft Middle School are:

Provide Academic Interventions in the form of after-school study center and targeted lab classes to serve the needs of low-income and foster youth students.
Reduce student behavior that leads to suspensions for these populations: African American, English Learner, Filipino and Students with Disabilities.
Provide ongoing parent education opportunities (i.e. Coffee Chats, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways & biliteracy.
Utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked
disciplinary actions (i.e. number of recess reflection room or buddy room referrals, behavior contracts, in-house or out of school suspensions).
Strengthen the connection between general education and special education including co-teaching services to improve options for our students with special needs.
Provide ongoing professional development for staff on differentiation strategies for our diverse learners.
Implement a consistent plan of re-entry interventions for suspended students including systematic re-entry meetings and provide a re-engagement plan that outlines academic and behavioral supports, behavioral contract and COST referral for follow-up counseling as a means of prevention and intervention.

For our EL students at Bancroft, our action steps to address the greatest needs for improvement will include the following:

Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners by identifying and implementing best practices in ELD instruction school-wide.
Provide names of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated ELD leveled instruction.
Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year.
Provide supports for EL students across all content areas by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary.
Support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, along with teachers also monitoring the progress of their EL students and providing intervention to those students.
Ensure that ELL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification through the administration of the STAR progress monitoring assessment to monitor language gains and movement towards reclassification.

The following key initiatives in the SLUSD strategic plan will be implemented at Bancroft:

1. Standards Aligned Instruction and Assessment
Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies.
Responsive Culturally Engaging Pedagogy
Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners.
Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents.
Improve parent feedback loops.
Ensure that all students receive language development opportunities throughout the instructional day: Bancroft will offer a Designated ELD course beginning in the 2017-2018 school year.

The following key initiatives will be implemented at Bancroft to reduce behaviors that lead to suspension of students:

1. Personalized Real World Learning
Utilize a multitiered intervention framework for academic and behavioral support, including restorative justice practices and social-emotional support groups led by the Bancroft counselors.
2. Social-Emotional Development
Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Barriers and challenges have surfaced at Bancroft during the implementation of the 2015-2017 years, and these barriers and challenges have minimized the effectiveness of certain actions or services. The most significant barrier that has impacted the implementation of the actions and services of the 2015-2017 Strategic Plan for Student Achievement is getting our most struggling students to attend after school tutoring. The data from the after school tutoring program revealed that most students attending tutoring were not students who are in urgent need of intervention.

The corrective measures that Bancroft will address to improve access of students in urgent need of academic intervention is in alignment with the goals outlined within the SLUSD strategic plan:

Goal #1 Teach Learn Achieve
1. Personalized and Real Word Learning
Utilize a multitiered intervention framework for academic and behavioral support.

By providing multitiered interventions and skills improvement based lab classes during the core day, and by providing after school small group and one-on-one tutoring opportunities we hope to meet the needs of our most underserved and targeted populations.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The Bancroft Leadership Team, School Site Council, and English Language Advisory Council were all involved in the development of the SPSA. The Leadership Team and SSC meet once per month, and ELAC meets every other month. Over the school year the Leadership Team examined the assessment data and provided feedback on the action and services of the 2015-2017 SPSA. The Leadership Team also participated in the creation of the parent, staff, and student surveys and analyzed the staff survey for themes. Over the school year ,SSC and ELAC were given data presentations. Both the SSC and ELAC reviewed the 2015-2017 SPSA and provided feedback on the action items. SSC and ELAC also reviewed the SPSA expenditures and made recommendations about the continuation of funding action items.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The SPSA was monitored throughout the year by SSC, Leadership, and ELAC. SSC and Leadership meet once a month, and ELAC meets every other month. During both ELAC and SSC meetings, the Title 1 action and services were developed, monitored, evaluated and discussed through structured activities.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents and the community are very supportive of the education program at Bancroft Middle School. Parents may participate in the Parent Teacher Association (PTA), School Site Council (SSC), once a month Principal Chats, United Parents of Bancroft, Parent Academy, and the English Language Advisory Committee (ELAC). Parents also participate in a number of school-related events throughout the year, such as Family Science Night, and the Civilizations of the World Fair, as well as chaperoning field trips and dances.

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

N/A

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	261	344	257	339	250	331	98.5	98.5
Grade 7	291	263	287	255	274	252	98.6	97
Grade 8	315	288	298	278	295	274	94.6	96.5
All Grades	867	895	842	872	819	857	97.1	97.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2476.9	2486.2	5	7	20	29	31	26	42	38
Grade 7	2486.1	2498.9	3	6	21	25	26	23	45	46
Grade 8	2516.7	2524.3	4	5	24	29	33	31	38	35
All Grades	N/A	N/A	4	6	22	28	30	26	41	39

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	7	13	45	40	47	47
Grade 7	7	9	40	44	53	47
Grade 8	12	14	42	45	45	41
All Grades	9	12	42	43	48	45

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	7	12	44	46	48	42
Grade 7	8	13	45	45	47	42
Grade 8	11	13	48	50	39	37
All Grades	9	13	46	47	44	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	10	65	67	27	23
Grade 7	6	8	60	63	34	29
Grade 8	8	8	60	64	31	27
All Grades	7	9	62	65	30	26

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	11	17	66	57	23	26
Grade 7	9	14	49	52	42	35
Grade 8	13	11	49	57	37	32
All Grades	11	14	54	55	34	30

Conclusions based on this data:

1. Overall, achievement in ELA increased between 2014-15 and 2015-16. Bancroft will continue to run an after-school study center and targeted lab classes which have contributed to these gains.
2. Overall approximately 1/3 of students are performing at or above standard in ELA in both 2014-15 and 2015-16. Bancroft will provide teacher training in differentiation strategies to support the struggling 2/3 of the students population.
3. Overall achievement of students exceeding standard in ELA was at 10 percent for the 2015-2016 school year. Bancroft will continue to run an after-school study center and targeted lab classes which have contributed to these gains.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	261	344	255	339	251	331	97.7	98.5
Grade 7	291	263	285	253	283	246	97.9	96.2
Grade 8	315	288	301	279	297	269	95.6	96.9
All Grades	867	895	841	871	831	846	97.0	97.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2458.7	2466.2	4	7	11	11	31	31	52	50
Grade 7	2458.1	2470.9	2	4	10	13	29	30	59	52
Grade 8	2478.0	2484.8	5	2	9	10	27	33	58	55
All Grades	N/A	N/A	4	5	10	11	29	31	57	53

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	6	9	29	29	64	62
Grade 7	3	9	28	28	68	63
Grade 8	8	4	26	34	66	61
All Grades	6	8	28	30	66	62

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	4	8	41	36	54	56
Grade 7	4	6	34	35	62	59
Grade 8	6	3	46	49	48	48
All Grades	5	6	40	40	55	54

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	5	8	49	48	46	44
Grade 7	6	7	69	49	25	45
Grade 8	7	3	48	50	44	48
All Grades	6	6	55	49	38	46

Conclusions based on this data:

1. Overall, approximately 84% of students did not meet standard in math in the 2015 and 2016 school years. Bancroft will create targeted intervention lab classes to address this deficit.
2. Overall approximately 9% of students are meeting standards in Math. Bancroft will provide teacher training in differentiation strategies to support the struggling 2/3 of students.
3. Under 10% of students are exceeding standards in math.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	2	4	8	29	33	17	54	42	43	8	11	22	8	9	9
7	6	4	7	36	40	49	32	42	26	9	9	12	17	5	7
8	17	16	10	40	27	43	29	33	31	9	14	5	6	10	11
Total	7	8	8	34	34	33	40	39	35	8	11	14	10	8	9

Conclusions based on this data:

1. As most students fall within the Intermediate/Early Advanced classifications, a focused effort to get those students assessed with STAR Reading often will lead to reclassification for many of them.
2. Small percentage of students that are advanced may be able to be reclassified if they can hit all data points in the 2017-18 school year, namely STAR assessments and increased CELDT scores.
3. Focusing efforts on the intermediate classification will allow for growth in the number of students that are being reclassified each year.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	2	6	8	29	30	16	47	42	42	10	12	21	12	10	13
7	8	3	8	34	38	47	30	38	24	9	13	12	19	9	8
8	18	14	9	32	25	42	30	30	32	9	14	5	11	16	12
Total	8	8	8	31	31	32	37	36	35	10	13	14	14	12	12

Conclusions based on this data:

1. As most students fall within the Intermediate/Early Advanced classifications, a focused effort to get those students assessed with STAR Reading often will hopefully lead to reclassification for many of them.
2. Small percentage of students that are advanced may be able to be reclassified if they can hit all data points in the 2017-18 school year, namely STAR assessments and increased CELDT scores.
3. Focusing efforts on the intermediate classification will allow for growth in the number of students that are being reclassified each year.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	12	7.4%
2015-16	2	1.2%
2014-15	24	14.8%

Conclusions based on this data:

1. The number of EL students who met reclassification criteria has fluctuated over the past three years, perhaps due to differences in fluency between cohorts of students.
2. Less than 8% of EL students were reclassified in the 2016-2017 school year: this number could be greater if STAR assessments are given often and with fidelity.
3. Over 14% of EL students were reclassified in 2014-2015, a much larger percentage than in recent years perhaps due to different criteria for reclassification status.

Stakeholder Engagement

SPSA Year ☐ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

The Bancroft Leadership Team, School Site Council, and English Language Advisory Council were all involved in the development of the SPSA. The Leadership Team and SSC meet once a month, and ELAC meets every other month. Over the school year the Leadership Team examined the assessment data and provided feedback on the action and services of the 2015-2017 SPSA. The Leadership Team also participated in the creation of the parent, staff, and student surveys and analyzed the staff survey for themes. Over the school year SSC and ELAC were given data presentations. Both the SSC and ELAC reviewed the 2015-2017 SPSA and provided feedback on the action items. SSC and ELAC also reviewed the SPSA expenditures and made recommendations about the continuation of funding action items.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The SPSA was monitored throughout the year by SSC, Leadership, and ELAC. SSC and Leadership meet once a month while ELAC meets every other month. During both ELAC and SSC meetings, the Title 1 action and services were monitored and discussed through structured activities.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Bancroft identified its needs that aligned with Goal 1 of the San Leandro Unified District's strategic plan through analysis of the California Dashboard 2015 and 2016, CAASPP data, CELDT, STAR Renaissance, and staff, student, and parent surveys.
Bancroft Middle School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.
The needs for Bancroft determined from data are as follows:

- Bancroft needs to ensure all English Learners have access to systematic language development throughout the instructional day.
- Bancroft needs to continue supporting effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science, and Social Science.
- Bancroft needs to improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum.
- Bancroft should continue to train teachers in Project-Based Learning.

Specifically Bancroft's plan will support district goals:
1.1 Standards Aligned Instruction and Assessment
a. Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies.
b. Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs.
c. Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum.
1.2 Responsive, Engaging Pedagogy
a.Implement Project-Based Learning so that every student experiences at least two project based units every academic year.
b. Integrate technology consistently through the adopted blended learning suite.
c. Provide professional development and support for culturally and linguistically responsive teaching.
d. Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners.
1.3 Personalized and Real-World Learning
a. Promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity).
b. Utilize a multitiered intervention framework for academic and behavioral support.
c. Offer enrichment experiences to enhance learning outside of the classroom.
d. Promote and support teaching practices and learning experiences focused on civic engagement.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Bancroft needs to ensure all English Learners have access to a systematic language development throughout the instructional day and provide opportunities to support ELs in the implementation of Project-Based Learning by providing PD for staff that includes an emphasis on ELD standards and language acquisition strategies. Bancroft will also provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and supports the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language, para-educator ELD support: teachers will also monitor the progress of their EL students and provide intervention to those students.

2017-18

Amount	1500
Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental instructional materials for ELA /ELD.
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so ELD teachers can participate in Professional Development or also provides for hourly compensation for trainings that fall outside of the contractual day.
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries A part time Para Educator ELD will be hired to support teachers and students with supplemental ELD instruction.

Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits A part time Para Educator ELD will be hired to support teachers and students with supplemental ELD instruction.
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teachers will provide intervention and supplemental instruction to create personalized and real world learning and core academic groups for our low socio-economic sub groups.
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Teachers will provide intervention and supplemental instruction to create personalized and real world learning and core academic groups for our low socio-economic sub groups.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Bancroft will continue supporting effective, consistent implementation of the newly adopted standards in ELD, ELA, Math, Science and Social Studies and implement Project Based Learning so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level Project Based Learning projects during staff meeting times, and explore PBL projects that support the implementation of the Next Generation Science Standards across all grade levels

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Staff will be offered opportunities to attend professional development in addition to what the district offers to build their capacity in the areas of engagement, management, Common Core, and PBL. in order to close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, staff will continue to gain knowledge to implement Project Based Learning and to address the needs of our students in need of intervention and extra support. Teachers will also be given release time to observe other classrooms that will build their capacity with differentiation.

Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Staff will be offered opportunities to attend professional development outside of what the district offers to build their capacity in the areas of engagement, management, Common Core, and PBL. in order to close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, staff will continue to gain knowledge to implement Project-Based Learning and to address the needs of our EL students. Teachers will also be given release time to observe other classrooms that will build their capacity with differentiation.
Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental instructional materials will be provided to teachers to support intervention in order to close the achievement gap. The librarian will be able to research and acquire resources to support teachers with intervention in order to close the achievement gap.
Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental instructional materials will be provided to our low socio-economic students so they can be successful with Project Based Learning.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☐ New ☐ Modified ☐ Unchanged

Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by Identifying key standards across the Eureka math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level.

Budget Reference Expenditure Description	Meet with District Coach to develop lesson plans that reflect the board adopted math curriculum.
Budget Reference Expenditure Description	Teachers will be provided designated time to collaborate to further their knowledge with the board adopted math curriculum.

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
The AVID site team will continue to promote a college going culture and support teachers with the delivery of instruction by providing professional development in WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).
Bancroft will continue to develop prevention and intervention programs that focus on health, wellness, and positive, personal, social development to reduce
behaviors that lead to suspension.
Bancroft should provide students more social emotional learning experiences through restorative justice practices.
Bancroft should increase counseling and counseling groups, and improve campus climate with campus staff supports.
Bancroft will develop a discipline committee to continue transparency with discipline procedures.
Bancroft needs to continue with professional Development in ELD, PBIS, and Assessing Student Learning Accurately.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Our goal is to build a college readiness program. We aim to plan field trips that expose students to various universities so that they understand successful options for their future. Other field trips will be taken to support making connections to student learning.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries The school's AVID Team will develop a program that promotes the school community's interest in college and careers. The administration will also arrange for professional development to staff that will be conducive to the success of all students. AVID will host a Parent Orientation, provide guest speakers, and visit colleges and universities. AVID teachers and students will present different AVID strategies to the staff during professional development such as binder checks, Socratic Seminar, Cornell Notes, Philosophical Shares, and many other strategies that will benefit all our students.
Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental materials for AVID program.
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined Filed trips that expose students to various universities so that they understand successful options for their future. Our goal is to build a college readiness program.
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits The school's AVID Team will develop a program that promotes the school community's interest in college and careers. The administration will also arrange for professional development to staff that will be conducive to the success of all students. AVID will host a Parent Orientation, provide guest speakers, and visit colleges and universities. AVID teachers and students will present different AVID strategies to the staff during professional development such as binder checks, Socratic Seminar, Cornell Notes, Philosophical Shares, and many other strategies that have proven to be successful for students in need of academic support.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Offer an After School Academic Intervention. Teachers will identify students using multiple sources of data and recommend after school academic intervention.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Staff volunteer to provide intervention for students in all grade levels who qualify based on data. Students will also be provided a space to complete short and long term assignments with assistance if needed. Resources available will be chromebooks for the use of Compass Learning.
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Staff volunteer to provide intervention for students in all grade levels who qualify based on data. Students will also be provided a space to complete short and long term assignments with assistance if needed. Resources available will be chromebooks for the use of Compass Learning.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Bancroft should promote and develop prevention and intervention programs that focus on health and wellness as well as positive, personal, social development in order to reduce behaviors that lead to suspensions: similarly, Bancroft will utilize the COST process to provide site, district, and community resources for students and their families in need of interventions (i.e. Student Success Team (SST) meetings, on-site counseling, special education referrals).

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Expenditure Description	Coaching and professional development will be provided in the area of restorative justice. Restorative justice will be a behavior intervention that will support our school with the reduction of referrals to the office and school suspension specifically with our economically disadvantaged students. Students who participate will not only receive intervention but they will also have the ability to gain leadership skills while mentoring other students. Reduced referrals and suspensions will increase attendance that will support academic achievement for our economically disadvantaged students who fall in the category of needing academic intervention.
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teachers will provide academic and behavior intervention classes during non contractual time and guide students to reflect on their actions throughout the school year as needed.
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Teachers will provide academic and behavior intervention classes during non contractual time and guide students to reflect on their actions throughout the school year as needed.
Budget Reference Expenditure Description	4000-4999: Books And Supplies Awards will be provided to students to promote a positive social and academic culture within the Bancroft community.
Budget Reference Expenditure Description	4000-4999: Books And Supplies Bancroft will offer activities during the school day to promote social development and decrease isolation on campus. Students will also build leadership skills that will promote social development.
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teachers will lead classes during non contractual time to provide intervention for academic, social, and emotional development of our students.
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Teachers will lead classes during non contractual time to provide intervention for academic, social, and emotional development of our students.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Supervision will be provided during non instructional time to assure the safety of our students.

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **16**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Staff will use job embedded collaboration time and common agreements to determine how collaboration times will be used to support the needs of our students and community.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Staff will use job embedded collaboration time, and common agreements to determine how collaboration times will be used to support the needs of students and community.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teachers will create Project Based Learning teams across school disciplines to support each other with 2 projects per grade level school-wide.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Bancroft will continue to cross collaborate with John Muir to develop district wide common practices.
Budget Reference Expenditure Description	0000: Unrestricted Resources and materials will be provided to teachers during cross collaboration meetings.

Action **2**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Bancroft will continue to improve the systems for sending information between the school and home.
Bancroft will continue developing a systematic approach to sending home flyers and notifications with students.
Bancroft will continue to improve parent participation and community events such as Open House, Back to School Night, Science Night. ELAC, SSC, School Smarts Academy, and other pertinent events that contribute to a positive relationship with the community.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Bancroft should continue to improve the systems for sending information between teachers and home. Bancroft should continue to support parent education so that parents can

support students and have better relationships with the school.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Parent facilitators will lead a Parent Academy to enhance the connection between home and school.
Budget Reference Expenditure Description	0000: Unrestricted Awards, supplies, and other materials will be used to increase parent attendance at our Parent Academies.
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Compensation will be provided to staff who lead, plan, and execute different parent engagement nights to create a welcoming campus for our community. Events may include Science Night, Parent Smarts Academy, Civilizations Fair, PBL Showcase or any other events that support academic achievement.
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Compensation will be provided to staff who lead, plan, and execute different parent engagement nights to create a welcoming campus for our community. Events may include Science Night, Parent Smarts Academy, Civilizations Fair, PBL Showcase or any other events that support academic achievement.
Budget Reference Expenditure Description	0000: Unrestricted General school-wide supplies will be provided to allow Bancroft to function at a high level when communicating with our parents and our community.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Bancroft's will continue to attract and retain students to increase enrollment district wide.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	0000: Unrestricted Bancroft will market itself, programs and accomplishments as they relate to our district goals in order to increase enrollment, to secure professionals as volunteers or donations for different events and fundraisers.

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **9**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **10**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **11**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **12**

ACTIONS/SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Continue to improve Bancroft school facilities to ensure facilities are clean, well maintained, user-friendly, accessible and energy efficient. Provide a comfortable and conducive learning environment for all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Provide the necessary supplies for a comfortable and safe learning environment for students.

BUDGETED EXPENDITURES

2017-18

Budget Reference	0000: Unrestricted
Expenditure Description	Provide furniture, locks, health supplies to ensure a comfortable and safe learning environment.

Action **2**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **6**

ACTIONS/SERVICES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action **11**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Funding Sources	192,377.19	0.00	122,117.00	122,117.00
	0.00	0.00	0.00	0.00
Base	15,800.00	0.00	0.00	0.00
District Funded	0.00	0.00	0.00	0.00
None Specified	0.00	0.00	0.00	0.00
Other	0.00	0.00	64,460.00	64,460.00
Site Formula Funds	43,581.00	0.00	0.00	0.00
Title I	132,996.19	0.00	57,657.00	57,657.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	192,377.19	0.00	122,117.00	122,117.00
	5,000.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	31,281.00	31,281.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	16,379.00	16,379.00
1000-1999: Certificated Personnel Salaries	65,150.00	0.00	40,029.00	40,029.00
2000-2999: Classified Personnel Salaries	8,300.00	0.00	3,233.00	3,233.00
3000-3999: Employee Benefits	4,266.00	0.00	5,704.00	5,704.00
4000-4999: Books And Supplies	69,761.19	0.00	20,491.00	20,491.00
5000-5999: Services And Other Operating Expenditures	2,000.00	0.00	5,000.00	5,000.00
5700-5799: Transfers Of Direct Costs	37,900.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00
None Specified	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	192,377.19	0.00	122,117.00	122,117.00
		0.00	0.00	0.00	0.00
	Base	5,000.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00
0000: Unrestricted	None Specified	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	31,281.00	31,281.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	16,379.00	16,379.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	9,800.00	9,800.00
1000-1999: Certificated Personnel Salaries	Title I	65,150.00	0.00	30,229.00	30,229.00
2000-2999: Classified Personnel Salaries	District Funded	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	7,000.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	1,300.00	0.00	3,233.00	3,233.00
3000-3999: Employee Benefits	Title I	4,266.00	0.00	5,704.00	5,704.00
4000-4999: Books And Supplies	Base	10,800.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	7,000.00	7,000.00
4000-4999: Books And Supplies	Site Formula Funds	27,781.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	31,180.19	0.00	13,491.00	13,491.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00	0.00	5,000.00	5,000.00
5700-5799: Transfers Of Direct Costs	Site Formula Funds	8,800.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Title I	29,100.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00	0.00	0.00	0.00
None Specified	None Specified	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	34,933.00	34,933.00
Goal 2	53,702.00	53,702.00
Goal 3	1,200.00	1,200.00
Goal 4	20,982.00	20,982.00
Goal 5	11,300.00	11,300.00

* Totals based on expenditure amounts in goal and annual update sections.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Valentin del Rio	X				
Julie Thomas			X		
Jeff Miles			X		
Lee Rosenberg			X		
Hannah Kang		X			
Kati Krause		X			
Maya Taylor		X	X		
Isabelle Rodrigues			X		
Guillermo Diaz				X	
Karla Cardenas				X	
Margarita LaCabe					X
					X
					X
Numbers of members of each category:	**1**	**3**	**5**	**2**	**3**

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.

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2017 Single Plan for Student Achievement	2017-08-20		View	View	26

Previous Section: School Site Council Membership
Current Section: Recommendations and Assurances
Next Section

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Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

☐	State Compensatory Education Advisory Committee	Signature
☑	English Learner Advisory Committee	Signature: Allie Thomas
☐	Special Education Advisory Committee	Signature
☐	Gifted and Talented Education Program Advisory Committee	Signature
☐	District/School Liaison Team for schools in Program Improvement	Signature
☐	Compensatory Education Advisory Committee	Signature
☐	Departmental Advisory Committee (secondary)	Signature
☐	Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 5/10/17.

Attested:

Valentin del Rio Typed Name of School Principal	Signature of School Principal: Valentin del Rio	Date: 5/10/17
Valentin del Rio Typed Name of SSC Chairperson	Signature of SSC Chairperson: Valentin del Rio	Date: 5/10/17

Previous Section: School Site Council Membership
Current Section: Recommendations and Assurances
Next Section

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