School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Bancroft Middle School .
Address	1150 Bancroft Ave. San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-6057111
Principal	Valentin del Rio
District Name	San Leandro Unified School District
SPSA Revision Date	May 2019
Schoolsite Council (SSC) Approval Date	May 20 2019
Local Board Approval Date	June 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission : We prepare all students to be empowered lifelong learners.
Vision: We see our students' diversities as pathways towards academic and social success. We create a safe and equitable learning environment for all.
Our school motto is “Take Care of Yourself, Take Care of One Another, and Take Care of Bancroft.”

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.4%	0.57%	1	4	6
African American	18.8%	17.4%	18.03%	167	166	189
Asian	8.0%	6.4%	6.77%	71	61	71
Filipino	4.4%	4.5%	4.01%	39	43	42
Hispanic/Latino	52.5%	55.7%	55.25%	467	530	579
Pacific Islander	1.0%	0.8%	1.24%	9	8	13
White	11.7%	10.4%	9.26%	104	99	97
Multiple/No Response	3.5%	0.2%	0.38%	31	2	4
			Total Enrollment	890	952	1048

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	196	243	279	22.0%	25.5%	26.6%
Fluent English Proficient (FEP)	263	260	264	29.6%	27.3%	25.2%
Reclassified Fluent English Proficient (RFEP)	2		12	1.2%	0.0%	4.9%

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,048	**69.9%**	**26.6%**	**0.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	279	26.6%
Foster Youth	4	0.4%
Homeless	27	2.6%
Socioeconomically Disadvantaged	733	69.9%
Students with Disabilities	144	13.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	189	18.0%
American Indian	6	0.6%
Asian	71	6.8%
Filipino	42	4.0%
Hispanic	579	55.2%
Two or More Races	47	4.5%
Pacific Islander	13	1.2%
White	97	9.3%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Yellow
Mathematics  Red		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	3	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
64.3 points below standard	107.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.8 points	Declined -24.7 points	3 students
996 students	369 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Red
146.5 points below standard	82.8 points below standard	143.6 points below standard
Declined -56.2 points	Declined -13 points	Declined -4.6 points
26 students	702 students	148 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 Orange	 Orange
94.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	17.1 points below standard	21.9 points below standard
Declined -7.7 points	6 students	Declined -32.2 points	Declined -18.1 points
178 students		69 students	37 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 Orange	 No Performance Color	 Green
77.9 points below standard	18.9 points below standard	85.6 points below standard	2.6 points above standard
Declined -15.3 points	Declined -9.7 points	12 students	Increased 10.8 points
552 students	47 students		93 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
139.5 points below standard	36.2 points below standard	51.7 points below standard
Declined -19.6 points	Declined -13.7 points	Declined -10.1 points
256 students	113 students	477 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Red	 No Performance Color
109.2 points below standard	137.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.4 points	Declined -19.7 points	3 students
996 students	369 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Red
203.8 points below standard	126.9 points below standard	204.1 points below standard
Declined -73.3 points	Declined -14.2 points	Declined -18.3 points
26 students	702 students	148 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 Orange	 Orange
146.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	44.1 points below standard	71 points below standard
Declined -12.5 points	6 students	Declined -10.4 points	Declined -22.7 points
178 students		69 students	37 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 Orange	 No Performance Color	 Orange
121.7 points below standard	60.9 points below standard	111.9 points below standard	45.4 points below standard
Declined -16.3 points	Declined -8.4 points	12 students	Maintained -2.7 points
553 students	47 students		92 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
167.9 points below standard	67.3 points below standard	101.9 points below standard
Declined -12.1 points	Declined -12.6 points	Declined -13.7 points
256 students	113 students	477 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
280	23.6%	30%	31.1%	15.4%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	2	0	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
11.9% chronically absent	12.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.8%	Increased 2%	7 students
1098 students	293 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 Yellow
34.4% chronically absent	12.3% chronically absent	16.8% chronically absent
Declined 9.4%	Maintained 0.2%	Declined 3.7%
32 students	774 students	167 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Orange	No Performance Color	Blue	Orange
11.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	11.1% chronically absent
Maintained 0.4%	8 students	Declined 1.5%	Increased 11.1%
199 students		73 students	45 students

Hispanic	Two or More Races	Pacific Islander	White
			
Orange	Orange	No Performance Color	Yellow
13.3% chronically absent	12.7% chronically absent	7.7% chronically absent	11.8% chronically absent
Increased 1.1%	Increased 0.8%	13 students	Declined 3.9%
603 students	55 students		102 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
9.9% suspended at least once	12.5% suspended at least once	Less than 11 Students - Data Not 7 students
Declined -4.9% 1117 students	Declined -2.1% 296 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Yellow
21.2% suspended at least once	11.2% suspended at least once	18.8% suspended at least once
Declined -2.3% 33 students	Declined -4.3% 788 students	Declined -6.4% 170 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 Orange	 Green
15.7% suspended at least once	Less than 11 Students - Data 8 students	6.8% suspended at least once	2.2% suspended at least once
Declined -10.7%		Increased 0.6%	Declined -4.6%
204 students		74 students	46 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Green	 No Performance Color	 Green
10.7% suspended at least once	5.1% suspended at least once	0% suspended at least once	3.9% suspended at least once
Declined -2.8%	Declined -6.5%	13 students	Declined -7.9%
610 students	59 students		103 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
14.7% suspended at least once	14.8% suspended at least once	9.9% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

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.Purchasing technology resources and 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) including the purchase of supplemental materials.

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.

Goal was informed by

District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

EL

Timeline

2019 2020 Year Round

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional materials for ELA /ELD.

Amount	3060
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitutes so ELD teachers can participate in Professional Development or also provide for hourly compensation for trainings that fall outside of the contractual day to improve pedagogy.
Amount	685.44
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Provide substitutes so ELD teachers can participate in Professional Development or also provide for hourly compensation for trainings that fall outside of the contractual day to improve pedagogy.
Amount	5100
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	1142.40
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	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
Amount	10,500
Source	Supplemental and Concentration"
Budget Reference	4000-4999: Books And Supplies
Description	The librarian will continue to update resources in the library for student academic achievement. The librarian will target school programs initiated by teachers. The library will continue to purchase culturally relevant literature that all of Bancroft's students can connect with.
Amount	3000
Source	Supplementary Programs - Specialized Secondary
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Bancroft will support the implementation of a Maker's Space. The librarian will work with teachers to purchase resources to Maker's Space supplies and materials.
Amount	15000
Source	Supplementary Programs - Specialized Secondary

Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Bancroft will offer students enrichment in the form of theater or musical theater. Students will have the opportunity to build leadership skills, public speaking skills, and social skills needed to be successful in the real world.
Amount	6,106
Source	After school Library Hours
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Bancroft will provide a space for students to have access to academic resources to complete projects and assignments.
Amount	1261.60
Source	After school Library Hours
Budget Reference	3000-3999: Employee Benefits
Description	Bancroft will provide a space for students to have access to academic resources to complete projects and assignments.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Year Long

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	8000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Amount	1979.13
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	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.
Amount	6166
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	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.
Amount	1640
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff will support the planning and delivery of Project Based Learning and other projects that support the school's infrastructure. Staff will attend and support each other with set up and clean up of PBL expositions and other parent engagement nights.
Amount	360.31
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Staff will support the planning and delivery of Project Based Learning and other projects that support the school's infrastructure. Staff will attend and support each other with set up and clean up of PBL expositions and other parent engagement nights
Amount	2460
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teachers will receive release time to plan and implement collaboration ideas. Activities may include creating rubrics, collecting data from assessments, observing classrooms, or even meeting with mentors to improve instruction.
Amount	540.46
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Description	Teacher will receive release time to plan and implement collaboration ideas. Activities may include creating rubrics, collecting data from assessments, observing classrooms, or even meeting with mentors to improve instruction.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Year long

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site Meet with District math coordinator to develop lesson plans that reflect the board adopted math curriculum.
Amount	0
Description	Centralized services to support programs at the school site Teachers will be provided designated time to collaborate to further their knowledge with the board adopted math curriculum.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

Bancroft will continue to promote college and career readiness by creating opportunities to be exposed to this idea.
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.

Goal was informed by

Goal 2 strategies and activities were informed by District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
• English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement State Dashboard • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Year Round

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers 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. Teachers will invite guest speakers, and visit colleges and universities. Teachers and students will present different

	strategies to the staff during professional development that have proven to be successful for students in need of academic support.
Amount	500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials for teachers promoting college and careers.
Amount	2000
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Field 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.
Amount	448
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teachers 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. Teachers will invite guest speakers, and visit colleges and universities. Teachers and students will present different strategies to the staff during professional development that have proven to be successful for students in need of academic support.
Amount	7000
Source	Other
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Transportation will be provided for field trips to universities and colleges. Students will become familiar with a college campus and college life.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

\Year round

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	8000

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	896
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	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.

Strategy/Activity 3

Bancroft should promote and develop prevention and intervention programs which will include peer mediation 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).

Students to be Served by this Strategy/Activity

All Students

Timeline

Year Round

Person(s) Responsible

Staff and contracted resources.

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
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.
Amount	4620
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	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.
Amount	1015.61
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	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.
Amount	3000
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Awards will be provided to students to promote a positive social and academic culture within the Bancroft community.
Amount	4000
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	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.
Amount	3541
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Any supplies needed to support the continuation of PBIS. Supplies may include posters. pamphlets, or even materials to create these items.
Amount	4541.65
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teachers and students will attend Peer Mediation training to better understand how to develop a Peer Mediation program at Bancroft.
Amount	10035
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Supervision will be provided during non instructional time to assure the safety of our students.
Amount	2205.99
Source	Other

Budget Reference	3000-3999: Employee Benefits
Description	Supervision will be provided during non instructional time to assure the safety of our students.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.
Staff will use job embedded collaboration time and common agreements to design collaboration times that will result in supporting the needs of the students and community.

Goal was informed by

Goal 3 strategies and activities were informed by District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for student engagement and supports and report findings from the Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

Bancroft will intentionally create PBL teams so that teachers can identify the two PBL projects per grade level for the school year. Bancroft will schedule four early release days to allow teachers to participate in PBL professional development.

Students to be Served by this Strategy/Activity

All students

Timeline

Year round

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site Teachers will create Project Based Learning teams across school disciplines to support each other with 2 projects per grade level school-wide.
Description	Centralized services to support programs at the school site Bancroft will continue to identify three early release days to plan the two projects their students will; participate in.
Amount	4000
Source	Other
Budget Reference	0000: Unrestricted
Description	Resources and materials will be provided to teachers during cross collaboration meetings.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

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.

Goal was informed by

Goal 4 strategies and activities were informed by District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

Students and families

Timeline

Year round

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parent facilitators will lead a Parent Academy to enhance the connection between home and school.
Amount	2641.71
Source	Other

Budget Reference	0000: Unrestricted
Description	Awards, supplies, and other materials will be used to increase parent attendance at our Parent Academies.
Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	224
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	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.
Amount	20000
Source	Other
Budget Reference	0000: Unrestricted
Description	General school-wide supplies will be provided to allow Bancroft to function at a high level when communicating with our parents and our community.
Amount	3206
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bancroft will continue to provide translation services for all parents in the language of their need for newsletters, IEPs, or other parent meetings.
Amount	704.77
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Description	Bancroft will continue to provide translation services for all parents in the language of their need for newsletters, IEPs, or other parent meetings.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Year Round

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Other
Budget Reference	0000: Unrestricted
Description	Bancroft will communicate about its programs and the goals met within each program as they relate to the district goals in order to increase enrollment, to secure professionals as volunteers or donations for different events and fundraisers.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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.

Goal was informed by

Goal 5 strategies and activities were informed by CA Healthy Kids Survey, Parent and Community Member feedback, Measure J1 Planned Improvements, District LCAP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

Year Round

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	6330
Source	Other
Budget Reference	0000: Unrestricted
Description	Use of Allocated Classroom Furniture funds to provide furniture, locks, health supplies to ensure a comfortable and safe learning environment.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Bancroft identified its needs that aligned with Goal 1 of the San Leandro Unified District's strategic plan through analysis of the California Dashboard

CAASPP data, ELPAC, 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.Purchasing technology resources and 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) including the purchase of supplemental materials.

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 12.8 points • Academic ELA status for SPED students declined by 4.6 points • Academic Math status for all students and student groups declined by 14.4 points • English Learner Progress status Level 4 = 23.6%, Level 3 = 30%, Level 2 = 31.1%, Level 1 = 15.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Increased Chronic Absentee rate by 0.8%

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Attendance rates	• Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	Bancroft ensured all English Learners had access to a systematic language development throughout the instructional day and provided 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 also provided 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 included the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language, para-educator ELD support: teachers also monitored the progress of their EL	Supplemental instructional materials for ELA /ELD. 4000-4999: Books And Supplies Title I 1500	Supplemental instructional materials for ELA /ELD 4000-4999: Books And Supplies Title I 1500
		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. 1000-1999: Certificated Personnel Salaries Title I 0	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. 1000-1999: Certificated Personnel Salaries Title I 0.00
		A part time Para Educator ELD will be hired to support teachers and students with supplemental ELD instruction. 2000-2999: Classified Personnel Salaries Title I 3233	A part time Para Educator ELD will be hired to support teachers and students with supplemental ELD instruction after school 2000-2999: Classified Personnel Salaries Title I 3233
		A part time Para Educator ELD will be hired to support teachers and students with supplemental ELD instruction. 3000-3999: Employee Benefits Title I 777	A part time Para Educator ELD will be hired to support teachers and students with supplemental ELD instruction after school 3000-3999: Employee Benefits Title I 777

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
provide intervention to those students.	students and provided intervention to those students.	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. 1000-1999: Certificated Personnel Salaries Title I 2697	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. 1000-1999: Certificated Personnel Salaries Title I 6697
		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. 3000-3999: Employee Benefits Title I 460	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. 3000-3999: Employee Benefits Title I 1472
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	Bancroft engaged in reflection about the continued consistent implementation of the newly adopted standards in ELD, ELA, Math, Science and Social Studies and implemented Project Based Learning so that every student experienced at least two project-based units every academic year, provided time for staff to collaborate on grade level Project Based Learning projects during staff meeting times, and explored PBL projects that supported the implementation of the Next Generation Science Standards across all grade levels	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	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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		other classrooms that will build their capacity with differentiation. 1000-1999: Certificated Personnel Salaries Title I 13672	other classrooms that will build their capacity with differentiation. 1000-1999: Certificated Personnel Salaries Title I 13672
		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. 3000-3999: Employee Benefits Title I 2103	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. 3000-3999: Employee Benefits Title I 2103
		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	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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		close the achievement gap. 4000-4999: Books And Supplies Title I 9491	close the achievement gap. 4000-4999: Books And Supplies Title I 9491
		Supplemental instructional materials will be provided to our low socio-economic students so they can be successful with Project Based Learning. 4000-4999: Books And Supplies Title I 1000	Supplemental instructional materials will be provided to our low socio-economic students so they can be successful with Project Based Learning 4000-4999: Books And Supplies Title I 1000
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.	Improved 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.	Meet with District Coach to develop lesson plans that reflect the board adopted math curriculum. Other 0.00	Meet with District Coach to develop lesson plans that reflect the board adopted math curriculum. Other 0
		Teachers will be provided designated time to collaborate to further their knowledge with the board adopted math curriculum. Other 0.00	Teachers will be provided designated time to collaborate to further their knowledge with the board adopted math curriculum. Other 0

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 12.8 points • Academic ELA status for SPED students declined by 4.6 points • Academic Math status for all students and student groups declined by 14.4 points • English Learner Progress status Level 4 = 23.6%, Level 3 = 30%, Level 2 = 31.1%, Level 1 = 15.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Increased Chronic Absentee rate by 0.8%

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Bancroft continued its goal to build a college readiness program. We executed field trips that exposed students to various universities so that they understood successful options for their future. Students took other field trips to support making connections to student learning.	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. 1000-1999: Certificated Personnel Salaries Title I 1709	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. 1000-1999: Certificated Personnel Salaries Title I 1709
		Supplemental materials for AVID program. 4000-4999: Books And Supplies Title I 500	Supplemental materials for AVID program. 4000-4999: Books And Supplies Title I 5000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		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. 0001-0999: Unrestricted: Locally Defined Other 16379	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. 0001-0999: Unrestricted: Locally Defined Other 6879
		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. 3000-3999: Employee Benefits Title I 291	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. 3000-3999: Employee Benefits Title I 291
Offer an After School Academic Intervention. Teachers will identify students using multiple sources of data and recommend after school academic intervention.	Offered an After School Academic Intervention. Teachers identified students using multiple sources of data and recommended after school academic intervention.	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.	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.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Resources available will be chromebooks for the use of Compass Learning. 1000-1999: Certificated Personnel Salaries Title I 4270	Resources available will be chromebooks for the use of Compass Learning. 1000-1999: Certificated Personnel Salaries Title I 4270
		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. 3000-3999: Employee Benefits Title I 729	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. 3000-3999: Employee Benefits Title I 729
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).	Bancroft promoted and developed prevention and intervention programs that focused on health and wellness as well as positive, personal, social development in order to reduce behaviors that lead to suspensions: similarly, Bancroft utilized 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).	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	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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		of needing academic intervention. 5000-5999: Services And Other Operating Expenditures Title I 5000	of needing academic intervention. 5000-5999: Services And Other Operating Expenditures Title I 5000
		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. 1000-1999: Certificated Personnel Salaries Title I 6000	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. 1000-1999: Certificated Personnel Salaries Title I 6000
		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. 3000-3999: Employee Benefits Title I 1024	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. 3000-3999: Employee Benefits Title I 1024
		Awards will be provided to students to promote a positive social and academic culture within the Bancroft community. 4000-4999: Books And Supplies Other 5000	Awards will be provided to students to promote a positive social and academic culture within the Bancroft community 4000-4999: Books And Supplies Other 5000
		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. 4000-4999: Books And Supplies Other 2000	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. 4000-4999: Books And Supplies Other 2000
		Teachers will lead classes during non contractual time to provide intervention for academic, social, and emotional development	Teachers will lead classes during non contractual time to provide intervention for academic, social, and emotional development

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		of our students. 1000-1999: Certificated Personnel Salaries Title I 855	of our students. 1000-1999: Certificated Personnel Salaries Title I 855
		Teachers will lead classes during non contractual time to provide intervention for academic, social, and emotional development of our students. 3000-3999: Employee Benefits Title I 145	Teachers will lead classes during non contractual time to provide intervention for academic, social, and emotional development of our students. 3000-3999: Employee Benefits Title I 145
		Supervision will be provided during non instructional time to assure the safety of our students. 1000-1999: Certificated Personnel Salaries Other 9800	Supervision will be provided during non instructional time to assure the safety of our students. 1000-1999: Certificated Personnel Salaries Other 9800

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal. we believe that our students are benefiting from their participation with AVID and take full advantage of the intervention programs that are offered.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services with an increase emphasis in addressing social emotional well being of students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 12.8 points • Academic ELA status for SPED students declined by 4.6 points • Academic Math status for all students and student groups declined by 14.4 points • English Learner Progress status Level 4 = 23.6%, Level 3 = 30%, Level 2 = 31.1%, Level 1 = 15.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Increased Chronic Absentee rate by 0.8% LCFF Priority 6 - School Climate • Decreased the Suspension rate status 4.9% • Maintained the district expulsion rate at or below the state average for all students and student

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	groups. • Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Staff used job embedded collaboration time, and common agreements to determine how collaboration times will be used to support the needs of students and community.	Centralized services to support programs at the school site. Teachers will create Project Based Learning teams across school disciplines to support each other with 2 projects per grade level school-wide. 0	Centralized services to support programs at the school site. Teachers created Project Based Learning projects across school disciplines to support each other supported centrally in the redesign bootcamp. 0
		Bancroft will continue to cross collaborate with John Muir to develop district wide common practices. 1000-1999: Certificated Personnel Salaries Other 0.00	Centralized services to support programs at the school site. Occurred only in mathematics
		Resources and materials will be provided to teachers during cross collaboration meetings. 0000: Unrestricted Other 1200	Centralized services to support programs at the school site. Occurred only in mathematics 0

Analysis

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

Overall implementation of the strategies and activities took part at the developing stages. Much of the work intended to have implemented school wide began with a small cohort and was guided centrally with the support of district coaches along side adminstrators.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were somewhat effective helping us get closer to achieving our goal. This was mostly evidenced by the collaborative work that the math department engaged in with the district office math coordinator and other district staff. We want to systematize this type of collaborative work across other department areas in the coming year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were few differences between proposed expenditures and actual expenditures as some initiatives were supported centrally.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 12.8 points • Academic ELA status for SPED students declined by 4.6 points • Academic Math status for all students and student groups declined by 14.4 points • English Learner Progress status Level 4 = 23.6%, Level 3 = 30%, Level 2 = 31.1%, Level 1 = 15.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Increased Chronic Absentee rate by 0.8%

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Bancroft continued to improve the systems for sending information between teachers and home. Bancroft continued to support parent education so that parents can support students and have better relationships with the school.	Parent facilitators will lead a Parent Academy to enhance the connection between home and school. 4000-4999: Books And Supplies Title I 1000	Parent facilitators will lead a Parent Academy to enhance the connection between home and school 4000-4999: Books And Supplies Title I 1000
		Awards, supplies, and other materials will be used to increase parent attendance at our Parent Academies. 0000: Unrestricted Other 1500	Awards, supplies, and other materials will be used to increase parent attendance at our Parent Academies 0000: Unrestricted Title I 1500
		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. 1000-1999: Certificated Personnel Salaries Title I 1026	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. 1000-1999: Certificated Personnel Salaries Title I 1026
		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	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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Academy, Civilizations Fair, PBL Showcase or any other events that support academic achievement. 3000-3999: Employee Benefits Title I 175	Academy, Civilizations Fair, PBL Showcase or any other events that support academic achievement 3000-3999: Employee Benefits Title I 175
		General school-wide supplies will be provided to allow Bancroft to function at a high level when communicating with our parents and our community. 0000: Unrestricted Other 9281	General school-wide supplies will be provided to allow Bancroft to function at a high level when communicating with our parents and our community 0000: Unrestricted Other 9281
Bancroft's will continue to attract and retain students to increase enrollment district wide.	Bancroft's continued to attract and retain students to increase enrollment district wide.	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. 0000: Unrestricted Other 8000	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. 0000: Unrestricted Other 8000

Analysis

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

Overall implementation of the strategies and activities was successful and we are making gains toward our articulated goal. This is evidenced by the systemic establishment of parent leadership groups and attendance at school wide events sucha s back to school night and a very well attended math pathways meeting held in the Spring.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were effective, thus helping us make gains in systematizing our approach to increasing parent engagement. We received data from the CHKS that indicated that parents feel welcomed and we are preparing to increase ways in which we improve our communication with then about the instructional programs and the behavior support programs that we have for their students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide the necessary supplies for a comfortable and safe learning environment for students.	Provided the necessary supplies for a comfortable and safe learning environment for students.	Provide furniture, locks, health supplies to ensure a comfortable and safe learning environment. t. 0000: Unrestricted Other 11300	Bancroft was able to provide furniture, locks, health supplies to ensure a comfortable and safe learning environment. 0000: Unrestricted Other 11300

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were effective, thus helping us achieve our goal to maintain a safe learning environment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	65,420
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	176,411.07

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	65,420	0.00
Supplemental and Concentration"	10,500	0.00
Other	71,212.70	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
After school Library Hours	7,367.60
Other	71,212.70
Supplemental and Concentration	3,910.77
Supplemental and Concentration"	10,500.00
Supplementary Programs - Specialized Secondary	18,000.00
Title I	65,420.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

3 Other School Staff

2 Parent or Community Members

0 Secondary Students

Name of Members	Role
Valentin del Rio	Principal
Julie Thomas	Other School Staff
Victoria Martin	Other School Staff
D'Shawn Woolridge	Classroom Teacher
Peter Fierro	Classroom Teacher
Faye Gipson	Other School Staff
Cynthia Lall-Vicente	Parent or Community Member
Shauna Olsen	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2019.

Attested:



Principal, Valentin del Rio on May 21, 2019

SSC Chairperson, De'Shawn Woolridge on May 21, 2019