School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bancroft Middle School .	01-61291-6057111	December 3, 2020	December 15, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Not an ATSI, CSI or TSI school.

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

Bancroft's goal is to align itself with the district's strategic plan in order to ensure that all student's and families are provided the best educational experience possible. The goal is to provide our students with a pathway to college and/or career.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the year the administration team took aim at collecting data from all stakeholders to address the needs of Bancroft. We conducted informal and formal surveys to collect data. The survey was created by our SSC and our Leadership team at Bancroft. A draft was made and the administration asked for feedback and edits from SSC and the Leadership team. Some parents and faculty felt comfortable coming to parent groups to communicate their thoughts about the needs of the school whether it was positive or negative. Other faculty and parents felt more comfortable using the school created online survey. The survey was available to all stakeholders for a two week period. The following areas of school-wide improvement were identified from the informal and formal surveys as important by the parents and faculty of Bancroft Middle School:

TEACH, LEARN and ACHIEVE

- Align English Language Arts with Common Core
- Writing instruction and strategies
- Implement more formative assessments
- Continue to develop a College for All culture, culturally responsive teaching, and project base learning strategies
- Enhance Math instruction and integration of blended learning
- Ensure more professional development around technology, Common Core strategies, special education team teaching strategies
- Provide release time to plan within the department content areas and the other middle school departments.

EQUITY and INCLUSION THROUGH COLLEGE CAREER READINESS

- Use of the various software programs that the district provides such as Illuminate, Discovery Education, Google Drive, and Renaissance Place.
- Teachers want more technology training

COLLABORATIVE and ENGAGED SCHOOL CULTURE

- Increase parent involvement with more parent education events.
- Create more ways to communicate the offerings of our school

FAMILY and COMMUNITY ENGAGEMENT

- Develop a behavioral management system
- Continue our No One Eats Alone lunchtime events.
- Create a Peer Mediation elective.

FACILITIES and TECHNOLOGY

- Create more decor around the school to create in pleasant environment

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the school year there are various amounts of formal and informal observations for classrooms. The common themes that were found were the following:
1. Staff and students need more training with the use of technology to enhance and enrich learning.
2. Staff needs more professional development around how to integrate technology in the classroom to implement blended learning.
3. Classrooms need furniture conducive to academic discussions to adhere to Common Core standards.
4. Staff needs more training on how to develop lasting relationships with students
5.Math, science, and history departments need resources to deliver new Common Core State Standards

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Not Meeting Performance Goals:

According to STAR Renaissance test data, both our ELA and Math scores decreased from beginning of the school year to the end of

year assessment. Math scores were higher overall than ELA . ELA scores decreased from 24% proficient in the fall to 20%

proficient in the Spring. Math scores decreased from 38% proficient in the fall to 32% proficient in the Spring.

According to our data for grade distribution, there was an overall decrease of A's earned during the school year. In the first quarter 46.5% of students received and A, but by the 3rd quarter only 42.2% of students received an A. The data also reveals that more D's and F's were earned in the third quarter report card period compared to the first quarter reporting period. The fluctuation was approximately 2%. The distribution of B's throughout the year did not fluctuate more than 1%. the distribution of C's did decrease by 1% from the first quarter to third quarter.

Although math scores are higher than ELA for students at Bancroft, both math and reading scores were below 40% proficient.

In both reading and math, our Asian and White students are performing much higher than our African-American and Latino-Hispanic

students.

- Latino/Hispanic students were stronger in math than in reading.
- African-Americans are higher than Latino/Hispanic students in math and reading.

An area of growth for our school is Writing. We have not had a strong writing curriculum or standard way to assess writing in many

years.

Meeting Performance Goals:

This year, the 6th, 7th , and 8th grade teams used Renaissance assessment data to adapt their ELD Lab and Math Lab classes to design further target instruction. They had students work with the Compass Learning software platform to implement blended learning to strengthen their basic math skills and to build accountability and focus on reading comprehension and fluency.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Multiple sources are used to collect data to drive and modify instruction. The use of SBAC test scores along with the California Dashboard are used to modify instruction. Star Renaissance Learning and Interim assessments are specifically used to collect data for Math and English. The California Healthy Kids Survey is used to gage the climate of the school. The Physical Fitness Test supports a degree of defense against diseases that come from inactivity.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Bancroft is meeting the requirement to staff highly qualified teachers. Bancroft participates in the district's job fair which aims at hiring the most qualified teachers

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at Bancroft participate in ongoing professional development to to stay up to date with the most relevant teaching strategies. Teachers are offered professional development at the district and site level. Bancroft offers a support program led by staff for new teachers. The district funds an induction program to support new teachers to be successful in their first few years of teaching and to clear their credential.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development activities are selected based on the result of the LCAP needs assessment and assessment data. The Leadership Team and instructional coaches serve as the coordinating group that organizes professional development activities. Implementing the California Standards in ELA/ELD and mathematics, social justice, and educational technology are high priority topics for staff development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district provides professional development for teachers after the school day. Teachers are encouraged to attend professional development provided by outside resources but funded by the district. The district also provides instructional coaches to support teachers with planning and delivering lessons. In house professional development led by principals and teachers is also provided every other week for teachers. The budget also provides funding for teacher release time to visit other classrooms in and outside of the school district.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Two days a week time is designated to teacher collaboration by grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goal. District adopted materials are used by all grade levels and grade level report cards reflect grade level standards. Classroom instruction is aligned to state standards and teachers use grade level content and performance standards to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

No. of Days	Total Minutes
M/T/F	102 40188
W/TH	68 22644
1-6 12:30	4 1020
Special 2pm	2 644
collaboration days 12:30 dismissal*	4 1020
Grand Total	180 65516

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

A master schedule that includes multiple levels of instructional support and block periods of instruction for intervention classes is in place for math and ELA/ELD.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets performance goal. Teachers are provided with planning days several times a year to collaborate and align curriculum to teach grade level content and standards in English Language Arts, Math, Science, Social Studies, and Social Emotional Curriculum. The district provides teachers with instructional coaches to support the use of adopted materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goal. All teachers use standards aligned materials in English, Math, science, and history. Intervention materials is embedded i nthe adopted curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention courses are offered for math and our ELs. Students who are underperforming in math take a course named Math Lab while EL students who are looking for more support in English are offered an ELD elective. Both courses are a semester in length.

Evidence-based educational practices to raise student achievement

Teachers are encouraged to create a collaborative classroom where students work together to complete different assignments. Teachers create lesson goals and model for students prior to allowing them to complete independent or group work. As a school we have developed many different check for understanding strategies such as pick a stick, thumb report, the use of white boards and deck of cards. Many teachers are flexible with the length fo time for learning by allowing students to retake tests until they are proficient.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

United Parents of Bancroft delivers a parent learning academy which teaches methodology and includes resources to parents to support underachieving students. Outside resources such a Sylvan Learning and Study Smarts Tutors are contracted to support student who need intervention. There is also a partnership with UC Berkeley called Cal Mentors that provides support to students who are underperforming in math. Bancroft also provides a Study Center twice a week to support students. ASES

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goal. The School Site Council is comprised of teachers, principal, classified and a group of parents. The Council meets monthly to discuss the planning,implementation and evaluation of school programs. The English Language Advisory (ELAC) council meets once a month to discuss programs for English Learners and needs of the group.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Outside resources such a Sylvan Learning and Study Smarts Tutors are contracted to support student who need intervention. Bancroft also provides a Study Center twice a week to support students.

Fiscal support (EPC)

Bancroft supports the Community School programs through the use of general fund and categorical program support. Categorical funds come from Title I.

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

Parents, staff, and the principal attend the meetings and fully participate in the development and oversight process. Parents and the community are very supportive of the SPSA review at Bancroft Middle School. The School Site Committee (SSC) was established through an election process in October and is comprised of parents/guardians, teachers, the principal, and other staff. The SSC

meets monthly to review data, learn about intervention supports to ensure alignment and effective implementation with the Local Control and Accountability Plan. Parent participation also included feedback and input from other parent groups such as the Parent Teacher Association (PTA), Bi-weekly Principal Chats, and Title 1 Parent groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.57%	0.66%	0.39%	6	7	4
African American	18.03%	18.67%	17.51%	189	197	180
Asian	6.77%	6.26%	7.2%	71	66	74
Filipino	4.01%	4.27%	3.6%	42	45	37
Hispanic/Latino	55.25%	54.79%	55.93%	579	578	575
Pacific Islander	1.24%	1.14%	1.07%	13	12	11
White	9.26%	9.29%	8.75%	97	98	90
Multiple/No Response	0.38%	0.66%	4.47%	4	7	11
			Total Enrollment	1048	1,055	1,028

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	353	338	344
Grade 7	336	360	336
Grade 8	359	357	348
Total Enrollment	1,048	1,055	1,028

Conclusions based on this data:

1. African American enrollment decreases by 17 students from 18-19 to 19-20.
2. 7th grade enrollment decreased the three times the amount compared to 6th and 8th grade from 18-19 to 19-20.
3. The overall enrollment decreased from 17-18 to 19-20.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	279	296	282	26.6%	28.1%	27.4%
Fluent English Proficient (FEP)	264	237	249	25.2%	22.5%	24.2%
Reclassified Fluent English Proficient (RFEP)	12	5	23	4.9%	1.8%	7.8%

Conclusions based on this data:

1. There is a bell curve to describe our EL enrollment during the last three years.
2. The number of reclassified students in 19-20 has doubled the amount in 17-18.
3. The EL population decreased from 18-19 to 19-20.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	335	351	326	327	348	319	327	346	319	97.6	99.1	97.9
Grade 7	355	349	358	348	342	353	347	342	352	98	98	98.6
Grade 8	265	361	354	255	356	336	255	356	334	96.2	98.6	94.9
All	955	1061	1038	930	1046	1008	929	1044	1005	97.4	98.6	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2481.	2448.	2475.	5.50	5.49	8.78	24.46	17.63	20.38	29.36	21.39	26.96	40.67	55.49	43.89
Grade 7	2502.	2490.	2506.	7.20	6.73	7.67	28.82	23.10	27.27	24.21	25.44	23.58	39.77	44.74	41.48
Grade 8	2508.	2514.	2540.	5.88	7.02	10.18	21.96	26.40	29.34	30.59	25.84	29.34	41.57	40.73	31.14
All Grades	N/A	N/A	N/A	6.24	6.42	8.86	25.40	22.41	25.77	27.77	24.23	26.57	40.58	46.93	38.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.11	9.54	12.85	42.33	31.50	37.93	43.56	58.96	49.22
Grade 7	18.26	13.74	13.64	40.29	35.67	38.92	41.45	50.58	47.44
Grade 8	12.60	12.92	17.96	42.52	43.82	43.11	44.88	43.26	38.92
All Grades	15.24	12.07	14.83	41.62	37.07	40.00	43.14	50.86	45.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.77	6.65	10.34	43.08	30.92	41.07	50.15	62.43	48.59
Grade 7	14.04	12.57	14.20	45.61	42.69	50.57	40.35	44.74	35.23
Grade 8	10.67	9.83	14.07	44.66	41.57	55.39	44.66	48.60	30.54
All Grades	10.54	9.67	12.94	44.46	38.41	49.15	45.00	51.92	37.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.28	5.20	10.34	65.34	53.18	59.87	26.38	41.62	29.78
Grade 7	9.59	5.56	7.95	57.27	52.92	62.50	33.14	41.52	29.55
Grade 8	6.30	11.24	12.57	64.17	55.06	67.96	29.53	33.71	19.46
All Grades	8.23	7.38	10.25	62.01	53.74	63.48	29.76	38.89	26.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.56	13.87	15.05	46.32	42.77	44.51	37.12	43.35	40.44
Grade 7	15.74	14.33	17.05	47.52	47.66	45.17	36.73	38.01	37.78
Grade 8	14.96	20.51	19.76	47.64	46.63	49.10	37.40	32.87	31.14
All Grades	15.82	16.28	17.31	47.13	45.69	46.27	37.05	38.03	36.42

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	335	351	325	326	350	317	326	350	317	97.3	99.7	97.5
Grade 7	355	349	358	344	339	352	343	339	352	96.9	97.1	98.3
Grade 8	265	361	354	251	358	336	250	358	336	94.7	99.2	94.9
All	955	1061	1037	921	1047	1005	919	1047	1005	96.4	98.7	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2467.	2437.	2461.	5.83	4.00	8.52	12.58	10.86	12.62	31.90	24.29	25.55	49.69	60.86	53.31
Grade 7	2478.	2469.	2470.	7.29	4.42	5.68	13.41	10.03	12.50	30.61	30.09	28.41	48.69	55.46	53.41
Grade 8	2466.	2465.	2492.	3.20	6.70	7.14	6.80	8.10	10.71	23.60	19.55	25.00	66.40	65.64	57.14
All Grades	N/A	N/A	N/A	5.66	5.06	7.06	11.32	9.65	11.94	29.16	24.55	26.37	53.86	60.74	54.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.15	7.71	12.62	29.23	19.43	23.66	60.62	72.86	63.72
Grade 7	12.09	6.78	8.52	27.14	28.02	27.27	60.77	65.19	64.20
Grade 8	4.82	7.54	8.04	22.49	20.11	27.98	72.69	72.35	63.99
All Grades	9.42	7.35	9.65	26.62	22.45	26.37	63.96	70.20	63.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.06	6.29	9.15	34.36	33.71	36.59	58.59	60.00	54.26
Grade 7	7.58	4.72	6.53	43.15	39.82	43.47	49.27	55.46	50.00
Grade 8	7.20	8.38	8.93	30.40	39.66	39.58	62.40	51.96	51.49
All Grades	7.29	6.49	8.16	36.56	37.73	40.00	56.15	55.78	51.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.98	6.57	9.78	38.04	31.14	33.75	53.99	62.29	56.47
Grade 7	10.56	6.19	7.95	47.21	52.80	51.14	42.23	41.00	40.91
Grade 8	4.42	7.82	8.93	37.35	39.39	51.49	58.23	52.79	39.58
All Grades	7.97	6.88	8.86	41.27	40.97	45.77	50.76	52.15	45.37

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1508.3	1507.8	1506.4	1508.8	1509.7	1506.2	100	77
Grade 7	1531.1	1517.8	1528.4	1511.0	1533.1	1524.2	98	104
Grade 8	1526.4	1531.8	1523.9	1526.2	1528.3	1536.8	82	85
All Grades							280	266

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	13.00	5.19	33.00	41.56	30.00	35.06	24.00	18.18	100	77
7	29.59	8.65	31.63	35.58	30.61	35.58	*	20.19	98	104
8	29.27	16.47	24.39	32.94	32.93	34.12	13.41	16.47	82	85
All Grades	23.57	10.15	30.00	36.47	31.07	34.96	15.36	18.42	280	266

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	31.00	29.87	39.00	37.66	21.00	19.48	*	12.99	100	77
7	46.94	23.08	28.57	38.46	13.27	24.04	11.22	14.42	98	104
8	42.68	27.06	43.90	40.00	*	20.00	*	12.94	82	85
All Grades	40.00	26.32	36.79	38.72	14.29	21.43	8.93	13.53	280	266

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	18.00	12.99	60.00	53.25	22.00	33.77	100	77
7	34.69	5.77	44.90	60.58	20.41	33.65	98	104
8	24.39	7.06	60.98	63.53	14.63	29.41	82	85
All Grades	25.71	8.27	55.00	59.40	19.29	32.33	280	266

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	52.00	50.65	41.00	40.26	*	9.09	100	77
7	69.39	49.04	23.47	39.42	*	11.54	98	104
8	76.83	52.94	17.07	37.65	*	9.41	82	85
All Grades	65.36	50.75	27.86	39.10	6.79	10.15	280	266

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	16.00	28.57	74.00	71.43	100	77
7	19.39	14.42	24.49	34.62	56.12	50.96	98	104
8	24.39	14.12	*	38.82	64.63	47.06	82	85
All Grades	17.50	10.15	17.50	34.21	65.00	55.64	280	266

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	12.99	77.00	75.32	19.00	11.69	100	77
7	15.31	3.85	76.53	84.62	*	11.54	98	104
8	17.07	2.35	69.51	82.35	13.41	15.29	82	85
All Grades	11.79	6.02	74.64	81.20	13.57	12.78	280	266

Conclusions based on this data:

1. Fourteen less students were tested in 17-18 compared to 18-19.
2. The percentage of students scoring a 3 or 2 increased from 17-18 to 18-19.
3. The percentage of Well Developed students decreased in all categories from 17-18 to 18-19.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1055	68.8	28.1	0.1
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	296	28.1
Foster Youth	1	0.1
Homeless	18	1.7
Socioeconomically Disadvantaged	726	68.8
Students with Disabilities	159	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	197	18.7
American Indian	7	0.7
Asian	66	6.3
Filipino	45	4.3
Hispanic	578	54.8
Two or More Races	45	4.3
Pacific Islander	12	1.1
White	98	9.3

Conclusions based on this data:

1. More than half of the student enrollment identifies as Hispanic.
2. African American students represent the second highest population.
3. More than half of the enrollment is classified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Red
Mathematics  Yellow		

Conclusions based on this data:

1. The data shows that alternatives to suspension programs such as PBIS or Restorative practices are needed due to a high suspension rate.
2. Overall ELA and Math both scored in the yellow which falls in the mid range category. There is a need to assess our ELA and Math programs to find a way to have more success in order to reach the green or blue categories.
3. Due to scoring in te orange, programs and measures to decrease chronic absenteeism are needed. A more intensive monitoring system can support attendance.

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.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	3	2	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
41.1 points below standard	82.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++22.1 points	Increased Significantly ++22.5 points	2
999	359	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
100.7 points below standard	59.4 points below standard	113.5 points below standard
Increased Significantly ++45.8 points	Increased Significantly ++22 points	Increased Significantly ++21 points
19	706	160

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Yellow
72.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	4.5 points above standard	12.3 points below standard
Increased Significantly ++22.1 points	7	Increased Significantly ++21.5 points	Increased ++9.6 points
181		62	43
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Blue
50.5 points below standard	1.3 points below standard	69.4 points below standard	23 points above standard
Increased Significantly ++25.3 points	Increased Significantly ++17.6 points	Increased Significantly ++16.2 points	Increased Significantly ++20.4 points
552	42	12	93

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.7 points below standard	7.3 points below standard	32.1 points below standard
Increased Significantly ++21.4 points	Increased Significantly ++28.9 points	Increased Significantly ++19.3 points
255	104	489

Conclusions based on this data:

1. All student groups increased significantly by an average of 27.8 points
2. All racial ethnicity groups increased by an average of 18.9 points.
3. Reclassified students performed better than English Only students by 9.6 points.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	1	2	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
91.1 points below standard	121.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17 points	Increased ++12.7 points	2
997	357	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
155.8 points below standard	108.5 points below standard	172.9 points below standard
Increased Significantly ++48 points	Increased Significantly ++17.1 points	Increased Significantly ++21.5 points
19	704	160

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Yellow
123.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	5 points below standard	67.3 points below standard
Increased Significantly ++21 points	7	Increased Significantly ++39.1 points	Increased ++3.7 points
181		62	43
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Green
103.3 points below standard	58.7 points below standard	120.3 points below standard	25 points below standard
Increased Significantly ++16.8 points	Maintained ++2.1 points	Declined -8.4 points	Increased Significantly ++19.9 points
550	42	12	93

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
151.2 points below standard	49.2 points below standard	85.7 points below standard
Increased ++12 points	Increased Significantly ++18.1 points	Increased Significantly ++15.6 points
254	103	489

Conclusions based on this data:

1. All student groups increased by an average of 24.8 points.
2. Asianis are the highest performing racial / ethnicity group and increased their score at least 18 points more than any other group.
3. Reclassified ELs scored 6 points higher and ELs and 2.5 higher than EOs.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
35.9 making progress towards English language proficiency
Number of EL Students: 248
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
31.8	32.2	2.4	33.4

Conclusions based on this data:

1. One third of ELs increased at least one ELPI level.
2. One third of ELs decreased at least one ELPI level.
3. Only one third of ELs are making progress towards English proficiency. which falls i nthe category of Low performance level.

School and Student Performance Data

Academic Performance
College/Career

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	6	0	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
13.6	12.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.6	Maintained +0.4	4
1083	300	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 Orange
27.3	14.7	17.4
Declined -7.1	Increased +2.4	Increased +0.6
22	764	178

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Red	No Performance Color	Green	Blue
15	Less than 11 Students - Data Not Displayed for Privacy	1.5	2.2
Increased Significantly +3.4	7	Increased +1.5	Declined -8.9
200		66	45

Hispanic	Two or More Races	Pacific Islander	White
			
Orange	Orange	No Performance Color	Orange
14.2	20	8.3	15.7
Increased +0.9	Increased +7.3	Increased +0.6	Increased +3.9
591	60	12	102

Conclusions based on this data:

1. Filipino is the only racial / ethnicity group to decline in absenteeism.
2. African American is the only race / ethnicity group to fall in the red or lowest performance..
3. Homeless is the only student group to decline in absenteeism.

School and Student Performance Data

Academic Engagement
Graduation 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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	1	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Red	Yellow	No Performance Color
12.2	9.8	Less than 11 Students - Data Not 8
Increased +2.3	Declined -2.7	
1097	305	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Red	Red
43.5	13.1	19.6
Increased +22.3	Increased +1.9	Increased +0.7
23	772	184

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Green	Orange
20.9	Less than 11 Students - Data	3	8.9
Increased Significantly +5.2	8	Declined -3.8	Increased +6.7
201		67	45
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Orange
10.9	12.3	16.7	10.6
Increased +0.3	Increased +7.2	Increased +16.7	Increased +6.7
595	65	12	104

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.9	12.2

Conclusions based on this data:

1. Asian is the only race / ethnicity group to decline in suspension.
2. English Learners is the only student group to decline in suspension.
3. The Filipino and White race / ethnicity groups both increased suspensions by 6.7.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement, Access & Equity

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

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

2018 and 2019, 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.

Identified Need

Responding to the academic and social emotional needs of BMS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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 • Attendance rates	curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increased the Academic ELA status for all students and student groups by 21.3 points from the previous year. • Increased the Academic Math status for all students and student groups by 17 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 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	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 • 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10456.40	Title I 4000-4999: Books And Supplies Supplemental instructional materials for all subject areas.
3060	Title I 1000-1999: Certificated Personnel Salaries 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.
721	Title I 3000-3999: Employee Benefits 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.

6,600	Base 4000-4999: Books And Supplies 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.
2500	Base 4000-4999: Books And Supplies Provide supplemental resources for electives to support the academic success of EL students.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8015.00	Title I 1000-1999: Certificated Personnel Salaries Staff will be offered opportunities to attend professional development in addition to what the district offers to build their capacity in the areas of engagement, management, Common Core, and PBL. in order to close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, staff will continue to gain knowledge to implement Project Based Learning and to address the needs of our students in need of intervention and extra support. Teachers will also be given release time to

	observe other classrooms that will build their capacity with differentiation.
1888.	Title I 3000-3999: Employee Benefits Staff will be offered opportunities to attend professional development outside of what the district offers to build their capacity in the areas of engagement, management, Common Core, and PBL. in order to close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, staff will continue to gain knowledge to implement Project-Based Learning and to address the needs of our EL students. Teachers will also be given release time to observe other classrooms that will build their capacity with differentiation.
5371.49	Title I 4000-4999: Books And Supplies Supplemental instructional materials will be provided to teachers to support intervention in order to close the achievement gap. The librarian will be able to research and acquire resources to support teachers with intervention in order to close the achievement gap.
3640	Title I 1000-1999: Certificated Personnel Salaries Staff will support the planning and delivery of our Distance Learning and other projects that support the school's infrastructure. Staff will support each other with any of our virtual expositions and other parent engagement nights.
857	Title I 3000-3999: Employee Benefits Staff will support the planning and delivery of our Distance Learning and other projects that support the school's infrastructure. Staff will support each other with any of our virtual expositions and other parent engagement nights.
2460	Title I 2000-2999: Classified Personnel Salaries 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.
540.46	Title I 3000-3999: Employee Benefits 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

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 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.
0	District Funded 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.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall implementation was successful, outcomes exceeded expectations in the areas of ELA and Math SBAC progress. Pupil engagement is still an issue that needs improvement and will be focused on in next years goals and strategies. In regards to effectiveness, we believe that our increased focus on PBL and teacher training is increasing student engagement and allowing for students to better access the core curriculum which has resulted in a marked increase in SBAC scores.

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

Proposed expenditures and actual expenditures were in alignment.

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

We will continue to focus on the core areas highlighted in Goal 1 to address closing the opportunity gap for our EL students, and lower socioeconomic students. In particular, we will be increasing the sections of ELD lab offered to students to aide in an increase in reclassification. This expenditure will be part of our allocated FTE and will not require any additional funds.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Goal 2

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.

Identified Need

Responding to the academic and social emotional needs of BMS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	LCFF Priority 3 - Parent Engagement • Maintain a varicty 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	LCFF Priority 3 - Parent Engagement • Maintain a varicty 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 5 - Pupil Engagement State Dashboard • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	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	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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Our goal is to build a college readiness program. We aim to plan virtual field trips that expose students to various universities so that they understand successful options for their future. Work based learning and college career exposure activities will occur throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Teachers will continue to develop a program that promotes the school community's interest in college and careers in our distance learning program. 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 virtually 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.
471	Title I 3000-3999: Employee Benefits Teachers will continue to develop a program that promotes the school community's interest in college and careers in our distance learning program. 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 virtually 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.
0	After School and Education Safety (ASES) None Specified Students will participate in activities that promote college and career readiness. Students

	will learn basic life skills that will prepare them for after high school.
0	District Funded None Specified Students will work with tutors through a partnership with Cal Mentors. Through this tutoring program students will interact with college students and have the opportunity to have dialogue about college.
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Staff volunteer to provide intervention for students in all grade levels who qualify based on data. Students will also be provided a space to complete short and long term assignments with assistance if needed. Resources available will be chromebooks for the use of Compass Learning.
942	Title I 3000-3999: Employee Benefits Staff volunteer to provide intervention for students in all grade levels who qualify based on data. Students will also be provided a space to complete short and long term assignments with assistance if needed. Resources available will be chromebooks for the use of Compass Learning.
0	District Funded None Specified

	Students will work with tutors through a partnership with Cal Mentors. The tutoring program will focus on math.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 5000-5999: Services And Other Operating Expenditures Coaching and professional development will be provided in the area of social and restorative justice. Social and 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.
3000	Title I 4000-4999: Books And Supplies Supplemental materials for teachers promoting social emotional learning
5000	Base 4000-4999: Books And Supplies

	Awards will be provided to students to promote a positive social and academic culture within the Bancroft community.
5000	Base 4000-4999: Books And Supplies Bancroft will offer activities during the school day to promote social development and decrease isolation on campus. Students will also build leadership skills that will promote social development.
4000	Title I 4000-4999: Books And Supplies Supplies needed to support the continuation of Social Justice. Supplies may include books.pamphlets, or professional development.
3900.65	Title I 5800: Professional/Consulting Services And Operating Expenditures Teachers and students will attend Peer Mediation training to better understand how to develop a Peer Mediation program at Bancroft.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Peer mediation and increase in Restorative Practices though our YRG grant has decreased student discipline issues and increased a positive cultural climate on the Bancroft campus. College visits were a successful tool for increasing student access to possible career paths as well as assisting them in making connections to the school curriculum.

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

Implementation/expenditures were in alignment.

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

We have seen continued results in student engagement as a result of exposure to alternative forms of discipline, access to off campus activities that increase awareness of career opportunities and opportunities to engage in programs that increase peer advocacy and engagement in the school culture. For these reasons there is no proposed change to the goal at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

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.

Goal 3

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 the community.
Bancroft is committed to working with our families to help remove barriers, lessen challenges, and maintain communication with our families during our distance learning program.

Identified Need

Responding to the academic and social emotional needs of BMS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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.	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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	• 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 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 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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
reports findings to the local school board and the CA State Dashboard.	groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	findings from the Student Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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 or teacher hourly to allow teachers to participate in PBL professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified 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	District Funded None Specified 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.

4000	Base 0000: Unrestricted Resources and materials will be provided to teachers during collaboration meetings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support and communicate with our families, we will implement a tiered re-engagement plan focusing on supporting our students who are absent from Distance Learning for three (3) days during a week or 60% of the instructional week to prevent this pattern of absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified We will create an attendance team that will meet weekly. Through the monitoring of attendance we will determine if a home visit is needed and provide the family resources needed to improve attendance.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers participated in three days of professional development to support a school wide implementation of PBL. Teachers created teams to work together in order to achieve their goals. All students participated in at least one PBL cycle for the school year.

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

Implementation/expenditures were in alignment.

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.

Another release day could have supported a better execution of our showcase for Open House.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Involvement and Engagement

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

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.

Identified Need

Responding to the academic and social emotional needs of BMS students by developing an academic program that accelerates students learning through distance and in person learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	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	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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students and families

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Parent facilitators will lead a Parent Academy to enhance the connection between home and school.
6131.23	Base 4000-4999: Books And Supplies Awards, supplies, and other materials will be used to increase parent attendance at our Parent Academies.
1000	Title I 1000-1999: Certificated Personnel Salaries Compensation will be provided to staff who lead, plan, and execute different parent engagement nights to create a welcoming campus for our community. Events may include Science Night, Parent Smarts Academy, Civilizations Fair, PBL Showcase or any other events that support academic achievement.
224	Title I 3000-3999: Employee Benefits Compensation will be provided to staff who lead, plan, and execute different parent engagement nights to create a welcoming campus for our community. Events may include Science Night, Parent Smarts Academy, Civilizations Fair, PBL Showcase or any other events that support academic achievement.
26035	Base 4000-4999: Books And Supplies General school-wide supplies will be provided to allow Bancroft to function at a high level when communicating with our parents and our community.
3206	Base 2000-2999: Classified Personnel Salaries

	Bancroft will continue to provide translation services for all parents in the language of their need for newsletters, IEPs, or other parent meetings.
704.77	Base 3000-3999: Employee Benefits 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

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Base 0001-0999: Unrestricted: Locally Defined 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. Programs will focus on enrichment and extracurricular.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Bancroft was able to provide parents resources during our United Parents of Bancroft Group. Translation continued and increased throughout the year for our Chinese families. Teachers led engagement nights that included Family Science NIght and Civilizations of the World Fair.

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

The translation budget was exceeded. The budget for our Parent Academy was more than needed.

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.

Create a larger budget for translation and more opportunities for parents to participate in school activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Facilities and Technology

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

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.

Identified Need

Responding to the academic and social emotional needs of BMS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6330	Base 0001-0999: Unrestricted: Locally Defined Use of site funds to provide furniture, locks, health supplies to ensure a comfortable and safe learning environment.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Sufficient supplies for provided to accommodate the daily operation.

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

Implementation/expenditures were in alignment.

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.

Find a way to analyze the use of copy paper. Also keep in mind that we need to purchase PE locks every year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$63,547
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$139,054.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$63,547.00

Subtotal of additional federal funds included for this school: $63,547.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
After School and Education Safety (ASES)	$0.00
Base	$75,507.00
District Funded	$0.00

Subtotal of state or local funds included for this school: $75,507.00

Total of federal, state, and/or local funds for this school: $139,054.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	63547	0.00
Base	75507	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
After School and Education Safety (ASES)	0.00
Base	75,507.00
District Funded	0.00
Title I	63,547.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	4,000.00
0001-0999: Unrestricted: Locally Defined	16,330.00
1000-1999: Certificated Personnel Salaries	21,715.00
2000-2999: Classified Personnel Salaries	5,666.00
3000-3999: Employee Benefits	6,348.23
4000-4999: Books And Supplies	76,094.12
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,900.65
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	After School and Education Safety (ASES)	0.00
0000: Unrestricted	Base	4,000.00
0001-0999: Unrestricted: Locally Defined	Base	16,330.00
2000-2999: Classified Personnel Salaries	Base	3,206.00
3000-3999: Employee Benefits	Base	704.77
4000-4999: Books And Supplies	Base	51,266.23
	District Funded	0.00
	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Title I	21,715.00
2000-2999: Classified Personnel Salaries	Title I	2,460.00
3000-3999: Employee Benefits	Title I	5,643.46
4000-4999: Books And Supplies	Title I	24,827.89
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,900.65

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,109.35
Goal 2	33,313.65
Goal 3	4,000.00
Goal 4	49,301.00
Goal 5	6,330.00

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

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Valentin del Rio	Principal
Nicholas Easter	Other School Staff
Rebecca Padilla	Other School Staff
Sandra Hernandez	Classroom Teacher
Kathy Passmore	Classroom Teacher
Diana Dolowich	Parent or Community Member
Rebecca Vester	Parent or Community Member
Shahneka Johnson	Parent or Community Member
Jessica Seibert	Parent or Community Member
Cecilia Gutierrez-Zamores	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
	English Learner Advisory Committee

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 December 3, 2020.

Attested:

Principal, Valentin del Rio on December 3, 2020

SSC Chairperson, Valentin del Rio on December 3, 2020

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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
Clear	☐ State Compensatory Education Advisory Committee
Clear DocuSigned by: Fabiola Rios B92081E3BD554C5...	☐ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 December 3, 2020

Attested:

Clear DocuSigned by: Valentin del Rio B39F0517CC67422...	Principal, Valentin del Rio on December 3, 2020
Clear DocuSigned by: Valentin del Rio B39F0517CC67422...	SSC Chairperson, Valentin del Rio on December 3, 2020