School Year: **2021-2022**

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	May 13, 2021	

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)

X 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 students 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 various stakeholders to address the needs of Bancroft. 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. As a result, we were able to conduct formal and informal surveys. The following areas of school-wide improvement were identified as important by the parents and faculty of Bancroft Middle School:

GOAL #1: Engage, Educate, Empower

Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Key Initiatives & Tactics:
Effective & Meaningful Teaching and Learning

Deliver comprehensive, standards-based TK-12 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects.
Engage students in daily cross-curricular instruction using Project-Based Learning, arts integration, and social justice standards to allow students to think critically and creatively as they take deep dives into real-world challenges.

Improve performance outcomes for students in mathematics by introducing new modes of Anti-Racist and inclusive approach to instruction. Allow students to use mathematical concepts to make meaning of the world around them. Ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, take part in impactful learning experiences that foster positive mathematical identities.

Foster critical literacy in English Language Arts and across the content areas for all students by incorporating culturally relevant and complex texts while incorporating systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success. Increase opportunities for student learning through discourse.

Responsive Support Structures for Student Success
Strengthen comprehensive and inclusive assessment systems that provide students a diverse range of formal and informal assessments with varied opportunities to make learning visible while supporting equitable grading practices.

Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address the academic and behavioral goals of TK-12 students.
Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.
Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

GOAL #2: Educational Equity through College and Career Readiness
Expectation: Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.
Key Initiatives & Tactics:

Centering Ethical and Cultural Leadership
Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

Apply critical media and information literacies at school within the community to build 21st century skills and ability to access vital information.

Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

Fostering Multilingualism
Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of world language classes and access to the state Seal of Biliteracy.

Systematize structured supports that address the needs of long-term English learners and newcomer students while enhancing their ability to reclassify.

Healthy Minds & Bodies

Develop self and social awareness to produce collaborative solutions to community issues that impact students' day-to-day lives.
Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas in and addition to culturally responsive teaching strategies

Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline, improve school climate and better respond to students' needs.

GOAL #3: Equity-Centered Effective Employee Engagement

Expectation: All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.
Key Initiatives & Tactics:

Employee Relations
Cultivate professional development and support to enhance employees' ability to provide quality service to all stakeholders

Improve fiscal processes to maximize funds, support staffing, and other resources for equity and excellence in accordance with the school vision.

Celebrate staff contributions to the District.
Tend to employee safety and wellness in the workplace by promoting existing resources in the district and community while also leading Bancroft based initiatives.

Talented and Diverse Workforce
Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency and Bancroft based vision for social justice.

Develop the skills for all employees through professional development (site based & offsite) and create pathways for professional advancement within the organization.

Recruit teachers and administrators that reflect the diversity of our students.
Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

Cohesive Collaboration
Implement intentional teacher collaborative practices by creating grade level student cohorts (houses), routine teacher collaborative structures, and cycles of inquiry to expand the reflection and alignment of professional expertise in the service of continuous growth and success for all learners.

GOAL #4: Valuing Diversity, Equity, and Inclusion with Families and Communities
Expectation: SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development.
Key Initiatives & Tactics:

Analyze, Audit, and Respond to Parent Needs
Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.

Deliver high quality, consistent translation services to our multilingual community.
Provide and participate in various engagement forums that provide feedback.

Connecting Schools and Community Engagement
Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.

Cultivate family leadership capacity and provide platforms to incorporate their assets to ensure an authentic high standard of family engagement.

Provide informative, responsive school websites and communication.
Evaluate, analyze best practices for gender-neutral and inclusiveness in language policies.

GOAL #5: Environmental and Technological Equity
Expectation: SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.
Key Initiatives & Tactics:
District Bond Improvements

Implement the following Measure N bond projects successfully: Campus beatification of main entry, reflooring of basketball gym, revamped athletic field/track, portable renovations and staff/family parking expansion

Strategic Maintenance
Continue to maintain our facilities for future generations of students.
Maintain our state-of-the-art technology infrastructure.

Reducing District Impact on Climate Change
Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
Maintain focus on the energy efficiency of district buildings and reducing total CO_2 emissions.

Access to Internet and Technology
Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered three times a year. The SBAC, ELPAC, and CHKS surveys are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students about the Social-Emotional needs of our students, staff, and community. Students completed the CHKS survey at the start of 2021. Parents were provided with multiple opportunities

to complete the survey through our Garfield website, Parentsquare, and the Principal Community Check-in Meetings.
Analysis of the data uncover the following themes:

CA Dashboard
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

ELPAC
· Level 4: 18.1% (53 students); Level 3: 40.3 % (118 students); Level 2: 21.2% (62 students); Level 1: 18.1% (53 students)

SBAC
· State testing was halted to due the COVID 19 pandemic in the spring of 2020 and in 2021. Our data from 2019 indicated that our 6-8th grade students scored 33.8% of students met or exceeded standards in ELA and 26.6% of students met or exceeded standards in math.

CHKS
· CHKS data from 2021 indicated that staff, parents, and students feel our school is a safe and welcoming place to learn. Students feel supported by their teachers.

Classroom Observations

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

Based on formal and informal observations 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 to support our ELs.
3. Staff needs a schoolwide system to facilitate communication to students and families.
4. Staff needs more training on how to develop a social justice lens with their lesson planning.
5. Math, science, and history departments need resources to deliver new Common Core State Standards

Class observations took the from of randomized class visits, formal evaluations and teacher invitations.

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)

Performance Goals:

According to STAR Renaissance test data, our ELA scores increased from the prior school year assessments. ELA scores increased from 24% proficient or exceeding to 45% while proficient this year. Math scores increased from 19% proficient or exceeding in last year to 23% proficient or exceeding this year.

SBAC
This year due to the COVID-19 pandemic, we did not administer the SBAC Test.

CA Dashboard:
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

ELA Grade Breakdown:
A's: 6th Grade: A's 20.9% (56 students); 7th Grade; 27.1% (79 students) 8th Grade: 18% (50 Students)
B's: 6th Grade: 11.9% (32 students); 7th Grade:13.4% (39 students); 8th 6.8% (19 students)
C's: 6th Grade 12.3% (33 students); 7th Grade: 12.7% (37 students); 8th Grade 12.6% (21 students)
D's: 6th Grade 35.1% (94 students); 7th Grade: 13.4% (39 students); 8th Grade: 43.5% (121 students)
F's: 6th 19.8 (53 students); 7th Grade: 33.6% (98 students); 8th Grade: 24.1 (67 students)

Math: Grade Breakdown:
A's: 6th Grade: 19.6% (56 students); 7th Grade: 22.6 % (64 students); 8th Grade: 24.1% (70 students)
B's: 6th Grade: 16.8% (48 students); 7th Grade: 21.2% (60 students); 8th Grade: 20.0 % (58 students)
C's: 6th Grade: 13.6% (39 students); 7th Grade: 14.8 % (42 students); 8th Grade: 26.6% (77 students)
D's: 6th Grade: 17.1 % (49 students); 7th Grade: 28.6 % (81 students); 8th Grade: 20.7 % (60 students)
F's: 6th Grade: 32.9 % (94 students); 7th Grade: 12.7 % (36 students); 8th Grade: 8.6 % (25 students)

Although ELA scores are higher than Math for students at Bancroft, both math and reading scores were below 40% proficient.
In both reading and math, our Asian and White students are scoring much higher than our African-American and Latino-Hispanic
students.

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

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. 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. attendance and academic

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 admin team and the district provide 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)

The administration team designates two days a week for teacher collaboration by grade level as well as department.

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 that teaches methodology and includes resources to parents to support underachieving students. ELAC identified the need to contract outside resources such as and Study Smarts Tutors to support students 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 is a resource to provide families with after school care.

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 as 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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

na

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.66%	0.39%	0.2%	7	4	2
African American	18.67%	17.51%	16.0%	197	180	152
Asian	6.26%	7.2%	8.1%	66	74	77
Filipino	4.27%	3.6%	4.2%	45	37	40
Hispanic/Latino	54.79%	55.93%	56.2%	578	575	535
Pacific Islander	1.14%	1.07%	0.8%	12	11	8
White	9.29%	8.75%	9.6%	98	90	91
Multiple/No Response	0.66%	4.47%	0.8%	7	11	8
			Total Enrollment	1048	1,055	952

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	338	344	299
Grade 7	360	336	325
Grade 8	357	348	328
Total Enrollment	1,055	1,028	952

Conclusions based on this data:

1. African American and Hispanic/ Latino enrollment decreased by more than 40 students from 19-20. to 20-21
2. 6th grade enrollment decreased the twice the amount compared to 7th grade from 19-20 to 20-21.
3. The overall enrollment decreased from 18-19 to 20-21 by 100 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	296	282	244	28.1%	27.4%	25.6%
Fluent English Proficient (FEP)	237	249	246	22.5%	24.2%	25.8%
Reclassified Fluent English Proficient (RFEP)	5	23	25	1.8%	7.8%	8.9%

Conclusions based on this data:

1. The enrollment of ELs has declined by fifty during the last three years.
2. The number of reclassified students in 20-21 is five times higher than 18-19.
3. The percentage of Fluent English students has increased by 3 percent between 18-19 and 20-21.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	326	344	301	319	272	229	346	272	229	97.9	79	76
Grade 7	358	336	323	353	276	227	342	276	227	98.6	82	70
Grade 8	354	348	328	336	275	221	356	275	221	94.9	79	67
All	1038	1028	952	1008	823	667	1044	823	667	97.1	80	71

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	2475.	516	640	8.78	6	15	20.38	22	33	26.96	34	30	43.89	39	22
Grade 7	2506.	505	619	7.67	8	8	27.27	23	33	23.58	23	20	41.48	46	39
Grade 8	2540.	581	732	10.18	4	10	29.34	28	33	29.34	28	28	31.14	39	27
All Grades	N/A	N/A	N/A	8.86	24	34	25.77	28	26	26.57			38.81	41	29

**STAR Reading

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 2016-17 and 2020-21. Bancroft will continue to run an after-school study center and targeted lab classes which have contributed to these gains.
2. Overall approximately 1/2 of students are performing at exceeding or meeting standards. Bancroft will provide teacher training in differentiation strategies to support the struggling 1/2 of the students population.
3. Overall achievement of students exceeding standard in ELA was at 10 percent increase from the 2019-20 to 2020-21 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

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	325	344	301	317	291	244	317	291	244	97.5	85	74
Grade 7	358	336	323	352	271	264	352	271	264	98.3	81	82
Grade 8	354	348	328	336	273	235	336	273	235	94.9	78	76
All	1037	1028	952	1005	835	743	1005	835	743	96.9	81	77

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	2461.	681	718	8.52	8	9	12.62	14	16	25.55	33	32	53.31	45	43
Grade 7	2470.	702	727	5.68	6	8	12.50	11	11	28.41	27	30	53.41	56	52
Grade 8	2492.	712	768	7.14	8	17	10.71	10	8	25.00	27	25	57.14	55	50
All Grades	N/A	N/A	N/A	7.06	7.3	11.3	11.94	11.7	11.7	26.37	29	29	54.63	52	48

**STAR Math

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, there was approximately a 4% increase in overall meeting stadandards.
2. Overall approximately 23% of students are meeting standards in Math. Bancroft will provide teacher training in differentiation strategies to support the struggling 2/3 of students.
3. Approximately 25% of students did not complete the exam.

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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade 6	1507.8		1508.8		1506.2		77	
Grade 7	1517.8		1511.0		1524.2		104	
Grade 8	1531.8		1526.2		1536.8		85	
All Grades							266	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	5.19		41.56		35.06		18.18		77	
7	8.65		35.58		35.58		20.19		104	
8	16.47		32.94		34.12		16.47		85	
All Grades	10.15		36.47		34.96		18.42		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	29.87		37.66	37.66	19.48		12.99		77	
7	23.08		38.46	38.46	24.04		14.42		104	
8	27.06		40.00	40.00	20.00		12.94		85	
All Grades	26.32		38.72	38.72	21.43		13.53		266	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	12.99		53.25		33.77		77	
7	5.77		60.58		33.65		104	
8	7.06		63.53		29.41		85	
All Grades	8.27		59.40		32.33		266	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	50.65		40.26		9.09		77	
7	49.04		39.42		11.54		104	
8	52.94		37.65		9.41		85	
All Grades	50.75		39.10		10.15		266	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	0.00		28.57		71.43		77	
7	14.42		34.62		50.96		104	
8	14.12		38.82		47.06		85	
All Grades	10.15		34.21		55.64		266	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	12.99		75.32		11.69		77	
7	3.85		84.62		11.54		104	
8	2.35		82.35		15.29		85	
All Grades	6.02		81.20		12.78		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.

2019-20 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.

2019-20 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Displayed for Privacy
Increased +2.3	Declined -2.7	8
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 8	3	8.9
Increased Significantly +5.2		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

Engage, Educate, Empower

LEA/LCAP Goal

Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Goal 1

Key Initiatives & Tactics:
Effective & Meaningful Teaching and Learning
1.a Bancroft teachers will deliver comprehensive, standards-based science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.
1.b Bancroft teachers will engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.
1.c Bancroft teachers will improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.
1.d Bancroft teachers will foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

Responsive Support Structures for Student Success
2.a Bancroft faculty and staff will strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.
2.b Bancroft faculty and staff will explore and expand alternative education and expanded learning opportunities for students to support both intervention, enrichment, and multimodal ways of teaching and learning.
2.c Bancroft faculty and staff will enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of all our students.
2.d Bancroft faculty and staff will systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.
2.e Administration at Bancroft will support educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

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
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 41 pts below standard b. English Learners = 82 pts below standard c. Socioeconomically Disadvantaged = 59 pts below standard d. Students with Disabilities = 114 pts below standard e. Homeless = 101 pts below standard f. African American = 72 pts below standard g. Hispanic/Latinx = 51 pts below standard h. Pacific Islander = 69 pts below standard	Increase overall performance by the following number of points, from the baseline a. Overall + 25 pts (+8 pts per year expected growth) b. English Learners + 45 pts (+15- pts per year expected growth) c. Socioeconomically Disadvantaged + 30 (+10 pts per year expected growth) d. Students with Disabilities + + 45 pts (+15- pts per year expected growth) e. Homeless + 45 pts (+15- pts per year expected growth) f. Foster Youth = Match the point for all students African American + 35 (+12 pts per year expected growth) g. Hispanic/Latinx + 30 (+10 pts per year expected growth) h. Pacific Islander + 30 (+10 pts per year expected growth)
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) a. Overall b. English Learners, c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. Foster Youth g. African American h. Hispanic/Latinx i. Pacific Islander j. American Indian Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 91 below standard b. English Learners = 122 below standard c. Socioeconomically Disadvantaged = 109 below standard d. Students with Disabilities = 173 below standard e. Homeless = 120 below standard f. African American = 124 below standard g. Hispanic/Latinx = 103 below standard h. Pacific Islander = 120 below standard	Increase overall performance by the following number of points, from the baseline a. Overall + 45 pts (+15 pts per year expected growth) b. English Learners + 45 pts (+15 pts per year expected growth) c. Socioeconomically Disadvantaged + 45 pts (+15 pts per year expected growth) d. Students with Disabilities + 50 pts (+17 pts per year expected growth) e. Homeless + 45 pts (+15 pts per year expected growth) f. African American + 50 pts (+17 pts per year expected growth)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		g. Hispanic/Latinx + 50 pts (+17 pts per year expected growth) h. Pacific Islander + 50 pts (+17 pts per year expected growth)
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 21.9% b. English Learners = 2.5% c. Socioeconomically Disadvantaged = 16.2% d. Students with Disabilities = 4.1% e. Homeless = 7.7% f. African American = 5.5% g. Hispanic/Latino = 19.3%	CAST Scores = Increase percentage of students who met or exceeded standard by the following percent from the baseline a. Overall = +20.0% (+7% increase per year) b. English Learners = +30%(+10% increase per year) c. Socioeconomically Disadvantaged = +20.0%(+7% increase every year) d. Students with Disabilities = +25.0% (+8% increase per year) e. Homeless =+20.0% (+7% increase per year) f African American = +20.0% (+7% increase per year) g. Hispanic/Latinx = +20.0% (+7% increase per year)
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 6th Grade: 26% 7th Grade: 29% 8th Grade: 31%	The percent of students who meet or exceed standards on the STAR Math state benchmark will increase by 10% - 15% each year. 6th Grade: 56%- 71% by 9th Grade 7th Grade: 59% - 74% by 10th Grade 8th Grade: 61% - 76% by 11th Grade
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded	2020-2021 Percent of Students who met or exceeded	The percent of students who meet or exceed standards on the STAR Reading state

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	standards based on state benchmark: 6th Grade: 39% 7th Grade: 37% 8th Grade: 39%	benchmark will increase by 10% - 15% each year. 6th Grade: 69%- 84% by 9th Grade 7th Grade: 67% - 74% by 10th Grade 8th Grade: 69% - 84% by 11th Grade
English Learner Reclassification Connected to LCFF Priority: 4	SLUSD Data for SY 2020-2021 • LTELs: 9.8% • SLUSD Reclassification Rate for SY 2020-21 is 9% • SLUSD reclassification rate is 0.4% higher than the state (Most Recent Data from 2020 California Dashboard)	SLUSD 2023-24 Data for LTELs: 3% Lower than the baseline Reclassification: 6% higher than baseline Reclassification Rate will be 1.5% higher than the state
English Learning Progress Indicator as reported on the CA School Dashboard: Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level Connected to LCFF Priority: 4	Percentage of current English Learners making progress for SY 2018-2019: 47% (Most Recent Data from 2020 California Dashboard)	Increase percent of English Learners making progress by 30% from the baseline (+10% growth each year) Overall goal by 2023-24 75% of EL's are making progress towards English language proficiency
Attendance Rate a. All Students b. English Learners c. Student with Disabilities d. Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 95% b. English Learners = 94.9% c. Student with Disabilities = 93.5% d. Foster Youth = 89.1% e. Homeless = 89.5% (Local Data)	SLUSD Attendance Rate will increase by 1.5% by 2023-24 for all students groups listed below. a. All Students = 96.5%(+0.5% every year) b. English Learners = 96.4% c. Student with Disabilities = 95% d. Foster Youth = 90.6% e. Homeless = 91%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate a. All Students b. African American c. American Indian/Alaskan Native d. Hispanic/Latinx e. White f. Two or More Races Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 3.8% b. African American = 8.5% c. American Indian/Alaskan Native = 8.0% d. Hispanic/Latinx = 3.7% e. White = 3.9% f. Two or More Races = 4.4%	SLUSD Suspension Rate will be 50%-70% below the baseline State Suspension Rate for 2019-2020 a. All Students = 1.9% b. African American = 4% c. American Indian/Alaskan Native = 4% d. Hispanic/Latinx = 1.9% e. White = 2.0% f. Two or More Races = 2.2%
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 287	By 2023-2024 the total number of intervention referrals for all students and targeted student groups will be 50% less than the baseline Total Number of Referrals = 143
Percent of students in the CA Healthy Kids survey reporting school engagement and support Connected to LCFF Priority: 1 and 6	Percent of students who agree and strongly agree to the following Key Indicators: School Connectedness HS = 47% MS = 55% Elem = 69% Academic Motivation HS = 64% MS 70% Elem = 85% High Expectations HS = 70% MS = 71% Elem = 82% Meaningful Participation HS = 25% MS = 25% Elem = 40%	Increase the percentage of students who agree and strongly agree to the following Key Indicators by 15% - 25% School Connectedness HS = 62-72% MS = 70-80% Elem = 84-94% Academic Motivation HS = 79-89% MS 85-95% Elem = 100% High Expectations HS = 85-95% MS = 86-96% Elem = 100% Meaningful Participation HS = 40-50% MS = 40-50% Elem = 55-65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of Teachers will be appropriately assigned
Rate of staff members completing yearly required professional development to build capacity to support students through anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning. Connected to LCFF Priority: 1 and 6	Baseline 0% Year 1 30% Year 2 60% Year 3 80-100%	80-100% of teachers and administrators will be trained to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning by 2023-24
Percent of teachers new to the district complete training on Project Based Learning Connected to LCFF Priority: 2 and 6	2020-21 = 100%	100% of new teachers will be trained yearly.
Percent of TK-5 and non-math 6-12 teachers implementing Project-Based Learning activities in their classes, as measured by data collected via Instructional Rounds. Percent of 6-12 Math teachers implementing Problem-Based Learning activities in their classes, as measured by data collected via Instructional Rounds Connected to LCFF Priority: 6	Baseline 0% Year 1 60% Year 2 80%	100% of teachers will have implemented Project-Based Learning activities.
Integration of Project-Based Learning in school site professional development	Year 0: Implement Leadership Learning walks	100% of sites will integrate Project-Based Learning into

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
plans, based on Leadership Learning Walks Connected to LCFF Priority: 6	Year 1: 4/8 schools have integrated Project-Based Learning into professional development plans Year 2: 6/8 schools have integrated Project-Based Learning into professional development plans	school site professional development plans
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All students have access to standards-aligned instructional materials. 100% William Compliant

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

Effective & Meaningful Teaching and Learning
1.d Bancroft teachers will foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

Bancroft needs to ensure all English Learners have access to 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)
7000	Title I 4000-4999: Books And Supplies Supplemental instructional materials for all subject areas.
4000	Title I 1000-1999: Certificated Personnel Salaries EL Coordinator
1000	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.
2600	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

Effective & Meaningful Teaching and Learning
1.1 Bancroft teachers will deliver comprehensive, standards-based science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.
1.2 Bancroft teachers will engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

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)
6000	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.
1369	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.
4005	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 site goals 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 site goals 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.
561	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

1. Effective & Meaningful Teaching and Learning
1.3 Bancroft teachers will improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

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.

Strategy/Activity 4

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

All students

Strategy/Activity

Effective & Meaningful Teaching and Learning
1.4 Bancroft teachers will foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

Teachers will collaborate in departmental groupings and houses in order to strategically plan content and differentiation strategies to address student needs.

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 academic coaches to develop lesson plans that reflect the board adopted English curriculum.
0	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 English curriculum.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL students

Strategy/Activity

Responsive Support Structures for Student Success
2.a Bancroft faculty and staff will strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.

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 Staff will participate in professional development and collaboration to evaluate and align grading practices. Staff will also have opportunities to meet with instructional coaches.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Responsive Support Structures for Student Success
2.b Bancroft faculty and staff will explore and expand alternative education and expanded learning opportunities for students to support both intervention, enrichment, and multimodal ways of teaching and learning.

Bancroft staff, including the counseling department, will provide cultural assemblies and emotional support services to students to enhance their educational experience.

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.
457	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.

Strategy/Activity 7

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

All students

Strategy/Activity

Responsive Support Structures for Student Success
2.c Bancroft faculty and staff will enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of all our 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)
0	District Funded None Specified Counselors will monitor student academic progress and behavior goals. They will implement interventions such as SST, COST, check ins, home communication, and support groups.

Strategy/Activity 8

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

Incoming 6th graders and promoting 8th.graders

Strategy/Activity

1.2. Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

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 Bancroft will host incoming 6th grade parent nights. There will also be opportunities for 5th grade students to become familiar with the campus via tours. Special attention will be given to students with IEPs through transition meetings that facilitated by their case managers.
0	District Funded

	None Specified Bancroft counselors will collaborate with high school counselors and admin to inform students and families about the transition to high school. Families will also be informed about the A-G requirements and other important details about their high school experience.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.e Administration at Bancroft will support educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

Staff will participate in monthly meetings that address anti-racist themes including cultural relevant content and strategies as well as cultural biases.

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)
8143	Title I 1000-1999: Certificated Personnel Salaries Teachers will receive release time to plan and deliver social justice professional development and school activities. Activities may include schoolwide student events, projects, collecting data, observing classrooms, or even meeting with mentors to improve instruction.
1858	Title I 1000-1999: Certificated Personnel Salaries Teachers will receive release time to plan and deliver social justice professional development and school activities. Activities may include schoolwide student events, projects, collecting data, observing classrooms, or even meeting with mentors to improve instruction

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

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Goal 2

1. Centering Ethical and Cultural Leadership
a. Bancroft teachers and staff will foster civic engagement and leadership through community partnerships and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.
b. Bancroft teachers and staff will develop and apply critical media and information literacies at school and in the community.
c. Bancroft teachers and staff will cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community d. partnerships, and local and national programming access.

2. Fostering Multilingualism
a. Bancroft will expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of world language programs, and access to the state Seal of Biliteracy.
b. Bancroft teachers and staff will systematize structured supports that address the needs of long-term English learners and newcomer students.

3. Healthy Minds & Bodies
a. Bancroft teachers and staff will develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.
b. Bancroft teachers and staff will implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.
c. Bancroft teachers and staff will utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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
Broad Course of Study	2020-2021 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	Bancroft will offer courses described in Education Code 51210 and 51220
Percent of Graduates who completed Career Technical Education Pathway Connected to LCFF Priority: 4, 7, and 8	2020 Graduates with CTE Pathway Completion status All Students = 39% African American = 30% Asian = 39% Filipino = 52% Hispanic = 37% White = 46% Two or more races = 29% English Learner = 14% Student with Disabilities = 39% Socio-Economically Disadvantaged = 37%	Increase the percentage for all students and each student group who complete career technical pathway by 10% - 20% All Students = 49% - 59% African American = 40% - 50% Asian = 49% - 59% Filipino = 62% - 72% Hispanic = 47% - 57% White = 56% - 66% Two or more races = 39% - 49% English Learner = 24% - 34% Student with Disabilities = 49% - 59% Socio-Economically Disadvantaged = 47%-57%
S		
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	SLUSD Data for SY 2020-2021 a. LTELs: 9.8% b. SLUSD Reclassification Rate for SY 2020-21 is 9%. c. SLUSD reclassification rate is 0.4% higher than the state (Most Recent Data from DataQuest)	SLUSD 2023-24 Data for LTELs: 3% Lower than the baseline Reclassification: 6% higher than baseline Reclassification Rate will be 1.5% higher than the state
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 47% of (Most Recent Data from 2020 California Dashboard)	Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level by 15%

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)

All Students

Strategy/Activity

1. Centering Ethical and Cultural Leadership
a. Bancroft teachers and staff will foster civic engagement and leadership through community partnerships and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.
b. Bancroft teachers and staff will develop and apply critical media and information literacies at school and in the community.
c. Bancroft teachers and staff will cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community d. partnerships, and local and national programming access.

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

3 Healthy Minds & Bodies
a. Bancroft teachers and staff will develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.
b. Bancroft teachers and staff will implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.
c. Bancroft teachers and staff will utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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)
10000	Title I 5800: Professional/Consulting Services And Operating Expenditures Bancroft will provide professional development with restorative practices. Bancroft will contract an outside agency to provide restorative practices coordinator. 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.
2484	Base 4000-4999: Books And Supplies Awards will be provided to students to promote a positive social and academic culture within the Bancroft community.
0	District Funded None Specified The administration and leadership team will provide guidance during staff meetings and collaboration time to support teachers in developing SEL strategies and culturally relevant lessons. Teachers will be given the opportunity to collaborate with colleagues who share the same students in order provide targeted support to students.
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.

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

2. Fostering Multilingualism
a. Bancroft will expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of world language programs, and access to the state Seal of Biliteracy.
b. Bancroft teachers and staff will systematize structured supports that address the needs of long-term English learners and newcomer 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)
0	District Funded None Specified The ELD coordinator will assist in providing teachers with PD on teaching strategies that honor the native language of English Learners. These PDs will also highlight strategies that allow teachers to differentiate for ELLs and LTELs based on the use of data through elevation.
0	Site Formula Funds 1000-1999: Certificated Personnel Salaries Spanish classes allow both native and non native speakers to learn a second language. Spanish for Native Speakers classes allow heritage Spanish Speakers to build a positive academic identity rooted in an affirming linguistic experience.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 5

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

Strategy/Activity

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)

Strategy/Activity 6

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

Strategy/Activity

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)

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-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Goal 3

Employee Relations
a. Cultivate routine professional development and support to enhance employees performance and ability to provide quality service to all stakeholders
b. Improve fiscal processes to maximize funds, support staffing, and other resources for equity and excellence in accordance with the school vision.
c.Celebrate staff contributions to the District and School Site through various rituals
d. Tend to employee safety and wellness in the workplace by promoting existing resources in the district and community while also leading Bancroft based initiatives.

Talented and Diverse Workforce

a.Attract, hire and retain the best employees in the district to meet district-wide goals for cultural competency and the Bancroft based vision for social justice.
b. Develop the skills for all employees through professional development (site based & offsite) and create pathways for professional advancement within the organization.
c.Recruit teachers and administrators that reflect the diversity of our students.
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

Cohesive Collaboration
a. Implement intentional teacher collaborative practices by creating grade level based student cohorts (houses)
b. Provide routine teacher collaborative structures and cycles of inquiry to expand the reflection and alignment of professional expertise in the service of continuous growth and success for all learners.

Identified Need

Responding to the academic, social emotional and cultural needs of BMS students by developing an academic program that accelerates students' learning experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	100% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	100% completion of training Inventory
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase direct proportionality of staff to student population of the four underrepresented group African American/Black = 12% Asian = 17% Filipino = 7% Hispanic = 38%

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

3.1 Employee Relations

a. Cultivate routine professional development and support to enhance employees performance and ability to provide quality service to all stakeholders
b. Improve fiscal processes to maximize funds, support staffing, and other resources for equity and excellence in accordance with the school vision.
c.Celebrate staff contributions to the District and School Site through various rituals
d. Tend to employee safety and wellness in the workplace by promoting existing resources in the district and community while also leading Bancroft based initiatives.

Bancroft will implement student grade level cohorts with common collaboration time for teachers to plan, reflect and develop new strategies to meet the needs of their students.

Bancroft staff will also take part in monthly site based professional development to improve practice, wellness, and ability to create and anti racist and inclusive educational experience.

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 Bancroft will implement student grade level cohorts with common collaboration time for teachers to plan, reflect and develop new strategies to meet the needs of their students.
0	District Funded None Specified Bancroft staff will also take part in monthly site based professional development to improve practice, wellness, and ability to create and anti racist and inclusive educational experience.

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

3.2 Talented and Diverse Workforce

a.Attract, hire and retain the best employees in the district to meet district-wide goals for cultural competency and the Bancroft based vision for social justice.
b. Develop the skills for all employees through professional development (site based & offsite) and create pathways for professional advancement within the organization.
c.Recruit teachers and administrators that reflect the diversity of our students.

d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or ability

Bancroft staff will take part in monthly site based professional development to improve practice, wellness, and ability to create and anti racist and inclusive educational experience for all 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)
0	District Funded None Specified Bancroft staff will take part in monthly site based professional development to improve practice, wellness, and ability to create and anti racist and inclusive educational experience for all students

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

Cohesive Collaboration
a. Implement intentional teacher collaborative practices by creating grade level based student cohorts (houses)
b.Provide routine teacher collaborative structures and cycles of inquiry to expand the reflection and alignment of professional expertise in the service of continuous growth and success for all learners.

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. Bancroft will provide resources for professional development needs
4000	Base 4000-4999: Books And Supplies Resources and materials will be provided to teachers during collaboration meetings.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

LEA/LCAP Goal

SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development

Goal 4

Analyze, Audit, and Respond to Parent Needs

a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver high quality, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

Connecting Schools and Community Engagement

a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Cultivate family leadership capacity and provide platforms to incorporate their assets to ensure an authentic high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language policies.

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
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all district events

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation evaluations for (Site Based Events) District Events Collecting Attendance and feedback from familes at forums such as SSC, ELAC and United Parents of Bancroft Attendance at Town Halls Provide and participate in various engagement forums that provide feedback Connected to LCFF State Priority: 3	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement events to increase accessibility and collaboration	100% participation
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 186 Completed Parent Survey	Number of Completed California Healthy Kids Parent Survey will double by SY 2023-2024
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this schol. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	Increase the percent of parents who strongly agree and agree by 6% to the statements that in SLUSD: Parents feel welcome to participate at this school. = 93% Promotes academic success for all students = 97% A safe place for their children = 100%

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

4.1 Analyze, Audit, and Respond to Parent Needs

a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver high quality, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

Bancroft should continue to improve the systems for sending information between teachers and home. Bancroft should continue to support parent education so that parents can support students and have better relationships with the school. Bancroft should also, increase opportunities for family voice/feedback in order to better meet the needs of all stakeholders.

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 (United Parents of Bancroft) to enhance the connection between home and school.
3964.74	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.
26201.49	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

4.2. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

Bancroft will continue to attract and retain students to increase enrollment district wide by appealing to the various cultural capitals of the community.
Bancroft will partner will community member and organizations to improve the school climate, culture, academic experience, that is inclusive of all backgrounds.

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)
14000	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.

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

Goal 5

District Bond Improvements
Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
Initiate planning for additional bond projects, including classroom and field renovations.

Strategic Maintenance
Continue to maintain our facilities for future generations of students.
Maintain our state of the art technology infrastructure.

Reducing District Impact on Climate Change
Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

Access to Internet and Technology
Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Device per student	100% 1:1 Device per student	100% 1:1 devices per student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 1		
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 2 megabits per student
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase percent of parents who strongly agree that SLUSD school have clean and well-maintained facilities/properties to 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	Bancroft will be in good/exemplary condition

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

5.1. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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.

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

5.2. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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)
	District Funded None Specified

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

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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)
	District Funded None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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)
3148	Title I 4000-4999: Books And Supplies Support students and staff with software purchases. Supplement technology to support the districts distributed respurces.

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	$133,184.00

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	$62,193.00

Subtotal of additional federal funds included for this school: $62,193.00

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	$70,991.00
District Funded	$0.00
Site Formula Funds	$0.00

Subtotal of state or local funds included for this school: $70,991.00

Total of federal, state, and/or local funds for this school: $133,184.00

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	62193	0.00
Base	70991	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
After School and Education Safety (ASES)	0.00
Base	70,991.00
District Funded	0.00
Site Formula Funds	0.00
Title I	62,193.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	20,330.00
1000-1999: Certificated Personnel Salaries	28,641.00
2000-2999: Classified Personnel Salaries	5,666.00
3000-3999: Employee Benefits	5,643.77
4000-4999: Books And Supplies	62,903.23
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
None Specified	After School and Education Safety (ASES)	0.00
0001-0999: Unrestricted: Locally Defined	Base	20,330.00
2000-2999: Classified Personnel Salaries	Base	3,206.00
3000-3999: Employee Benefits	Base	704.77
4000-4999: Books And Supplies	Base	46,750.23
	District Funded	0.00
	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	0.00
1000-1999: Certificated Personnel Salaries	Title I	28,641.00
2000-2999: Classified Personnel Salaries	Title I	2,460.00
3000-3999: Employee Benefits	Title I	4,939.00
4000-4999: Books And Supplies	Title I	16,153.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,450.00
Goal 2	19,955.00
Goal 3	4,000.00
Goal 4	51,301.00
Goal 5	9,478.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Valentin del Rio	Principal
Rebecca Padilla	Other School Staff
Tina Kuang	Classroom Teacher
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 5/13/21.

Attested:

	Principal, Valentin del Rio on 6/3/21
	SSC Chairperson, Valentin del Rio on 6/3/21