



# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bancroft Elementary School	37-68197-6038418	May 23, 2024	June 25, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bancroft Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

## Educational Partner Involvement

How, when, and with whom did your Bancroft Elementary 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

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-2025 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 12, 2024, 8:45 am
- SSC # 4 Meeting, April 18, 2024, 3:00 pm; SSC #5 Meeting, May 23, 2024, 3:00 pm
- Staff Meetings where the 2024-2025 SPSA goals and metrics were discussed: May 21, 2024, 2:50PM

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

Bancroft started the year with many staffing issues. Our school social worker position was not filled to start the year and we had multiple Special Education paraprofessional vacancies, we had a campus attendant vacancy, and our two on-site substitutes were vacant for months. Our site Extended Learning Opportunities Teacher position went unfilled for almost the entire year. This meant that low 4th-6th grade students did not receive additional literacy intervention provided using the SIPPS intervention program. In addition, the principal, dean, social worker, IDS teacher, and Quest teacher were all new to the site. A lack of continuity in these key positions impacted the start of the year. Relationships with staff and students had to be fostered and developed. As a result, many of our students suffering from trauma experiences heightened behavioral outbursts because of this lack of continuity. Almost a third of our teachers are on temporary contracts, so as a result we experience turnover from year to year and our temporary teachers can potentially lose their positions or seek employment elsewhere.

One of our three SAI teachers took an extended leave halfway through the year, which impacted students with disabilities as they worked on specific goals in ELA and mathematics. We also had four paraprofessional positions remain vacant for most of the year. At the same time, another paraprofessional working with upper grade students, went on maternity leave halfway through the school year. Though permanent staffing vacancies occurred, substitute paraprofessionals were able to service our students throughout the year.

The flood that hit Bancroft on January 22nd, and the resulting move to Spring Valley Academy for one month, impacted our attendance rate for many of our students, especially our homeless youth. Losing our behavior tech in February, also resulted in negative impacts to our attendance followup efforts. The loss of our Bobcat Bungalow, overseen by the behavior tech, and the leave of our SAI teacher, impacted suspension rates for our students with disabilities.

Our SSC met during the 2022-2023 school year and identified needs for the site that they wanted to address. They allocated money for a new Behavior Site Tech and a Bilingual School Office Assistant. The Behavior Site Tech was filled by HR in October and the Bilingual School Office Assistant wasn't filled until May 2023. Our School Office Manager retired mid-year, our IDS teacher retired mid-year, and one of our kindergarten teachers went on a leave of absence mid-year causing a disruption in services. Our new office manager has done an exceptional job of ensuring that the needs of students, parents, and staff are met.

Additionally, many of the families in our community have limited resources when it comes to transportation to Bancroft. Many families walk to school. When we have an extremely rainy year, like we did this year, many students stay home and don't attend school which impacts our attendance.

Many of our students were referred for outside counseling supports but the wait for services was so long that they were never onboarded or seen.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CAASPP data showed a strong connection with iReady data in ELA. There was a strong push for students to take their time and messaging to parents relayed the importance of the assessment. The 5th grade team was new, from the previous year, and consisted of one second year teacher. Third grade and sixth grade teams saw dramatic increase, partially attributed to having a consistent team.

There were significant gains in third grade and moderate gains in sixth grade. I attribute this to getting back into a consistent routine in the classroom and increase in engagement during math instruction.

To address goals in English Language Arts (ELA) and math, we will implement targeted interventions such as differentiated instruction, continue professional development focused on close reading and powerful practices to increase reading comprehension, and evidence-based teaching strategies. For English Language Proficiency Indicators, the focus will be on enhancing support for English learners through additional language development programs, focused vocabulary instruction in designated and integrated English Language Development, professional development for teachers, and increased parental involvement.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

To combat chronic absenteeism for all students, specifically English Learners and Homeless students, we will establish a more engaging and supportive school environment, offer counseling services, and strengthen community partnerships to address underlying issues causing absenteeism. Working with our attendance team, including our social worker, school counselor, and District nurse, we will create positive rewards and reinforcements for improved attendance. The team will continue to make phone calls to families and home visits to ensure our students come to school. The school will make every effort to share the message of the importance of coming to school each day, at Back to School Night, Open House, and all other activities where parents are present. For suspension reduction throughout the school, specifically our population of Students with Disabilities, the school will continue restorative justice practices, provide behavioral interventions, and promote a positive school climate that encourages respectful and responsible behavior. Working with Paraprofessionals and SAI teachers, we'll continue to work on developing and maintaining positive relationships with students and work towards repairing the harm and focus on other means of correcting behaviors.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CORE SEL data showed that only 67% of our students viewed the climate and culture of our school favorably. Within that data, Students with Disabilities were the student population with the lowest favorability rating for our school. Working with our PBIS team and student representative groups (student council and safe school ambassadors) we'll continue the positive messaging to all students and provide clear expectations for all students.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Bancroft Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	9.9%	9.31%	6.21%	39	39	26
Asian	0.3%	0.48%	0.95%	1	2	4
Filipino	2.0%	1.91%	1.91%	8	8	8
Hispanic/Latino	75.2%	77.33%	79.24%	297	324	332
Pacific Islander	0.8%	0.48%	0.48%	3	2	2
White	5.8%	5.97%	5.73%	23	25	24
Multiple/No Response	6.1%	4.30%	5.49%	24	18	23
<b>Total Enrollment</b>				395	419	419

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	55	66	64
Grade 1	54	60	62
Grade 2	59	61	61
Grade3	59	58	60
Grade 4	49	63	57
Grade 5	59	58	61
Grade 6	60	53	50
Grade 7			2
Grade 8			2
<b>Total Enrollment</b>	395	419	419

#### Conclusions based on this data:

1. Statistically, over the years, enrollment has remained constant, as the community is well established and not a transient population. Our surrounding community is made up of family homes and not as many apartment complexes.

2. Spring Valley in general has a high Hispanic population. Through the years, the enrollment of Hispanic students has remained as one of the highest student groups enrolled at Bancroft.
3. Since the COVID years of 2020-2021, Bancroft's student population has recovered and remains steady, spread evenly between all demographics.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	143	164	167	36.2%	39.1%	39.9%
Fluent English Proficient (FEP)	20	17	14	5.1%	4.1%	3.3%
Reclassified Fluent English Proficient (RFEP)	0		4	0.0%		2.4

### Conclusions based on this data:

1. English learner enrollment makes up a very significant part of our school population.
2. A significant number of our English learners are not fluent speakers. The majority of our students are native Spanish speakers and starting school with very little English knowledge in speaking, listening, writing, and reading.
3. As a whole, we aren't reclassifying our English Learners; the number of students being reclassified has remained under 5% for the past three school years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	59	60	0	59	56	0	59	56	0.0	100.0	93.3
Grade 4	54	65	57	0	60	56	0	60	56	0.0	92.3	98.2
Grade 5	60	55	65	0	54	63	0	54	63	0.0	98.2	96.9
Grade 6	58	52	52	0	52	51	0	52	51	0.0	100.0	98.1
Grade 7			*			*			*			
Grade 8			6			5			5			83.3
All Grades	236	231	243	0	225	233	0	225	233	0.0	97.4	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2334.	2383.		5.08	12.50		8.47	17.86		18.64	28.57		67.80	41.07
Grade 4		2379.	2395.		1.67	3.57		13.33	16.07		25.00	23.21		60.00	57.14
Grade 5		2449.	2395.		7.41	1.59		24.07	14.29		20.37	17.46		48.15	66.67
Grade 6		2426.	2444.		3.85	3.92		9.62	21.57		26.92	25.49		59.62	49.02
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
All Grades	N/A	N/A	N/A		4.44	5.15		13.78	16.74		22.67	23.61		59.11	54.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.39	7.14		45.76	60.71		50.85	32.14
Grade 4		0.00	10.71		60.00	50.00		40.00	39.29
Grade 5		9.26	3.17		62.96	46.03		27.78	50.79
Grade 6		0.00	13.73		42.31	47.06		57.69	39.22
Grade 7			*			*			*
Grade 8			*			*			*
All Grades		3.11	8.15		52.89	51.07		44.00	40.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.39	7.14		35.59	51.79		61.02	41.07
Grade 4		0.00	1.79		45.00	50.00		55.00	48.21
Grade 5		9.26	3.17		46.30	30.16		44.44	66.67
Grade 6		3.85	1.96		28.85	39.22		67.31	58.82
Grade 7			*			*			*
Grade 8			*			*			*
All Grades		4.00	3.43		39.11	41.63		56.89	54.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.47	10.71		45.76	66.07		45.76	23.21
Grade 4		3.33	7.14		71.67	75.00		25.00	17.86
Grade 5		14.81	4.76		59.26	61.90		25.93	33.33
Grade 6		5.77	13.73		63.46	64.71		30.77	21.57
Grade 7			*			*			*
Grade 8			*			*			*
All Grades		8.00	8.58		60.00	67.38		32.00	24.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.78	7.14		44.07	67.86		49.15	25.00
Grade 4		5.00	1.79		53.33	69.64		41.67	28.57
Grade 5		9.26	1.59		57.41	52.38		33.33	46.03
Grade 6		3.85	7.84		61.54	52.94		34.62	39.22
Grade 7			*			*			*
Grade 8			*			*			*
All Grades		6.22	4.29		53.78	60.52		40.00	35.19

**Conclusions based on this data:**

1. We've done a great job ensuring that our students take the CAASPP on a yearly basis. In the previous two years, at least 95% of our students have taken the tests. We've been able to share the importance of the test with our parents and have been able to answer any of their questions as they pertain to the tests.
2. As a school, over 50% of our students are not meeting the standards on the CAASPP but looking at cohort data through the past two years, most grade levels (with the exception of 4th grade) have shown growth, overall.
3. Looking at the past two years, there has been a growth in students meeting or exceeding standards from 21-22 to the 22-23 school year. At the same time, the number of students not meeting standards has decreased.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	59	60	0	59	58	0	59	58	0.0	100.0	96.7
Grade 4	54	65	57	0	62	57	0	62	57	0.0	95.4	100.0
Grade 5	60	55	65	0	54	64	0	54	64	0.0	98.2	98.5
Grade 6	59	52	52	0	52	52	0	52	52	0.0	100.0	100.0
Grade 7			*			*			*			
Grade 8			6			5			5			83.3
All Grades	237	231	243	0	227	238	0	227	238	0.0	98.3	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2335.	2382.		1.69	6.90		6.78	15.52		22.03	36.21		69.49	41.38
Grade 4		2411.	2398.		4.84	1.75		12.90	12.28		38.71	31.58		43.55	54.39
Grade 5		2414.	2376.		3.70	0.00		5.56	4.69		22.22	12.50		68.52	82.81
Grade 6		2402.	2427.		0.00	3.85		3.85	5.77		17.31	19.23		78.85	71.15
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
All Grades	N/A	N/A	N/A		2.64	2.94		7.49	9.24		25.55	23.95		64.32	63.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.69	8.62		28.81	44.83		69.49	46.55
Grade 4		4.84	5.26		45.16	38.60		50.00	56.14
Grade 5		3.70	1.56		29.63	17.19		66.67	81.25
Grade 6		0.00	3.85		23.08	23.08		76.92	73.08
Grade 7			*			*			*
Grade 8			*			*			*
All Grades		2.64	4.62		32.16	29.83		65.20	65.55

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.69	5.17		30.51	50.00		67.80	44.83
Grade 4		3.23	1.75		40.32	40.35		56.45	57.89
Grade 5		3.70	0.00		40.74	31.25		55.56	68.75
Grade 6		0.00	0.00		26.92	36.54		73.08	63.46
Grade 7			*			*			*
Grade 8			*			*			*
All Grades		2.20	1.68		34.80	39.08		63.00	59.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.39	5.17		50.85	68.97		45.76	25.86
Grade 4		6.45	5.26		58.06	50.88		35.48	43.86
Grade 5		1.85	1.56		48.15	35.94		50.00	62.50
Grade 6		0.00	3.85		48.08	50.00		51.92	46.15
Grade 7			*			*			*
Grade 8			*			*			*
All Grades		3.08	3.78		51.54	50.00		45.37	46.22

**Conclusions based on this data:**

1. In the past two years, we've been able to ensure that most of our students take the CAASPP assessments; almost 98% of our students have taken the math CAASPP in the past two years. Our staff has done a great job informing parents of the great importance of test participation.
2. Year to year data shows that the number of students meeting or exceeding standards has increase, while at the same time the number of students not meeting standards has decreased.
3. Math continues to be an area of focus but despite the results, over 50% of our students (54%) scored above, at, or near the standard in communicating reasoning and demonstrating ability to support mathematical conclusions.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1389.1	1439.4	1429.0	1416.3	1442.3	1440.3	1325.6	1432.1	1402.0	19	15	22
<b>1</b>	1423.5	1399.0	1451.1	1443.5	1434.9	1464.3	1403.0	1362.5	1437.5	22	21	15
<b>2</b>	1466.9	1447.8	1458.0	1494.2	1461.0	1470.8	1439.1	1434.1	1444.8	25	24	20
<b>3</b>	1469.7	1482.7	1486.8	1473.1	1495.3	1491.3	1465.8	1469.6	1481.9	27	31	25
<b>4</b>	1489.5	1502.4	1501.9	1487.2	1497.2	1514.5	1491.4	1507.2	1488.8	17	30	32
<b>5</b>	1507.7	1524.8	1501.0	1505.1	1529.5	1501.6	1509.8	1519.6	1499.9	24	20	30
<b>6</b>	1511.9	1529.7	1513.9	1518.2	1538.1	1511.8	1505.0	1520.9	1515.7	24	22	18
<b>All Grades</b>										158	163	163

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	26.67	13.64	15.79	40.00	40.91	52.63	20.00	27.27	31.58	13.33	18.18	19	15	22
<b>1</b>	9.09	0.00	0.00	13.64	25.00	46.67	31.82	40.00	40.00	45.45	35.00	13.33	22	20	15
<b>2</b>	12.00	4.17	5.00	48.00	41.67	45.00	20.00	20.83	25.00	20.00	33.33	25.00	25	24	20
<b>3</b>	3.70	6.45	8.00	25.93	41.94	40.00	48.15	35.48	44.00	22.22	16.13	8.00	27	31	25
<b>4</b>	5.88	16.67	12.50	35.29	36.67	40.63	41.18	26.67	28.13	17.65	20.00	18.75	17	30	32
<b>5</b>	16.67	25.00	13.33	20.83	40.00	20.00	45.83	15.00	40.00	16.67	20.00	26.67	24	20	30
<b>6</b>	8.33	22.73	16.67	29.17	31.82	27.78	45.83	22.73	22.22	16.67	22.73	33.33	24	22	18
<b>All Grades</b>	8.23	13.58	11.04	27.22	37.04	36.20	40.51	26.54	32.52	24.05	22.84	20.25	158	162	163

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.26	20.00	22.73	31.58	53.33	31.82	42.11	13.33	27.27	21.05	13.33	18.18	19	15	22
<b>1</b>	18.18	15.00	26.67	31.82	30.00	40.00	27.27	30.00	26.67	22.73	25.00	6.67	22	20	15
<b>2</b>	28.00	20.83	30.00	44.00	41.67	30.00	24.00	16.67	25.00	4.00	20.83	15.00	25	24	20
<b>3</b>	14.81	32.26	32.00	44.44	48.39	48.00	25.93	12.90	12.00	14.81	6.45	8.00	27	31	25
<b>4</b>	23.53	30.00	50.00	41.18	36.67	31.25	23.53	26.67	9.38	11.76	6.67	9.38	17	30	32
<b>5</b>	20.83	40.00	30.00	54.17	40.00	40.00	16.67	15.00	10.00	8.33	5.00	20.00	24	20	30
<b>6</b>	25.00	36.36	38.89	50.00	31.82	22.22	16.67	27.27	27.78	8.33	4.55	11.11	24	22	18
<b>All Grades</b>	19.62	28.40	34.36	43.04	40.12	34.97	24.68	20.37	17.79	12.66	11.11	12.88	158	162	163

Written 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	13.33	9.09	10.53	26.67	13.64	26.32	53.33	54.55	63.16	6.67	22.73	19	15	22
<b>1</b>	9.09	0.00	0.00	4.55	5.00	40.00	18.18	35.00	20.00	68.18	60.00	40.00	22	20	15
<b>2</b>	0.00	4.17	5.00	40.00	20.83	25.00	24.00	29.17	45.00	36.00	45.83	25.00	25	24	20
<b>3</b>	0.00	3.23	4.00	14.81	9.68	12.00	44.44	45.16	52.00	40.74	41.94	32.00	27	31	25
<b>4</b>	0.00	10.00	3.13	23.53	33.33	21.88	41.18	20.00	31.25	35.29	36.67	43.75	17	30	32
<b>5</b>	0.00	10.00	10.00	20.83	25.00	6.67	41.67	35.00	40.00	37.50	30.00	43.33	24	20	30
<b>6</b>	0.00	0.00	11.11	12.50	36.36	11.11	37.50	22.73	33.33	50.00	40.91	44.44	24	22	18
<b>All Grades</b>	1.27	5.56	6.13	18.35	22.22	17.79	33.54	33.33	39.88	46.84	38.89	36.20	158	162	163

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.26	26.67	22.73	78.95	66.67	59.09	15.79	6.67	18.18	19	15	22
<b>1</b>	31.82	25.00	46.67	50.00	55.00	46.67	18.18	20.00	6.67	22	20	15
<b>2</b>	32.00	8.33	30.00	60.00	70.83	60.00	8.00	20.83	10.00	25	24	20
<b>3</b>	3.70	22.58	24.00	74.07	64.52	68.00	22.22	12.90	8.00	27	31	25
<b>4</b>	17.65	43.33	31.25	70.59	40.00	53.13	11.76	16.67	15.63	17	30	32
<b>5</b>	20.83	10.00	20.00	58.33	70.00	56.67	20.83	20.00	23.33	24	20	30
<b>6</b>	20.83	18.18	27.78	54.17	63.64	50.00	25.00	18.18	22.22	24	22	18
<b>All Grades</b>	18.99	22.84	27.61	63.29	60.49	57.06	17.72	16.67	15.34	158	162	163



Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.26	13.33	18.18	57.89	73.33	68.18	36.84	13.33	13.64	19	15	22
<b>1</b>	0.00	15.00	6.67	77.27	45.00	93.33	22.73	40.00	0.00	22	20	15
<b>2</b>	36.00	25.00	35.00	60.00	54.17	45.00	4.00	20.83	20.00	25	24	20
<b>3</b>	37.04	58.06	32.00	44.44	32.26	60.00	18.52	9.68	8.00	27	31	25
<b>4</b>	41.18	30.00	56.25	47.06	60.00	34.38	11.76	10.00	9.38	17	30	32
<b>5</b>	50.00	65.00	46.67	41.67	35.00	36.67	8.33	0.00	16.67	24	20	30
<b>6</b>	58.33	54.55	44.44	29.17	36.36	44.44	12.50	9.09	11.11	24	22	18
<b>All Grades</b>	33.54	38.89	37.42	50.63	46.91	50.92	15.82	14.20	11.66	158	162	163

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	13.33	9.09	36.84	73.33	77.27	63.16	13.33	13.64	19	15	22
<b>1</b>	9.09	0.00	13.33	22.73	35.00	33.33	68.18	65.00	53.33	22	20	15
<b>2</b>	12.50	12.50	5.00	54.17	41.67	65.00	33.33	45.83	30.00	24	24	20
<b>3</b>	0.00	0.00	4.00	51.85	32.26	56.00	48.15	67.74	40.00	27	31	25
<b>4</b>	0.00	6.67	3.13	70.59	53.33	46.88	29.41	40.00	50.00	17	30	32
<b>5</b>	12.50	10.00	10.00	41.67	55.00	43.33	45.83	35.00	46.67	24	20	30
<b>6</b>	0.00	9.09	11.11	25.00	36.36	27.78	75.00	54.55	61.11	24	22	18
<b>All Grades</b>	5.10	6.79	7.98	42.68	45.06	50.31	52.23	48.15	41.72	157	162	163

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.53	26.67	13.64	15.79	60.00	54.55	73.68	13.33	31.82	19	15	22
<b>1</b>	9.09	0.00	6.67	27.27	55.00	80.00	63.64	45.00	13.33	22	20	15
<b>2</b>	8.00	4.17	0.00	44.00	54.17	70.00	48.00	41.67	30.00	25	24	20
<b>3</b>	0.00	6.45	12.00	48.15	67.74	60.00	51.85	25.81	28.00	27	31	25
<b>4</b>	5.88	16.67	9.38	52.94	53.33	53.13	41.18	30.00	37.50	17	30	32
<b>5</b>	4.17	20.00	10.34	70.83	55.00	55.17	25.00	25.00	34.48	24	20	29
<b>6</b>	0.00	13.64	27.78	91.67	77.27	50.00	8.33	9.09	22.22	24	22	18
<b>All Grades</b>	5.06	11.73	11.11	51.27	60.49	59.26	43.67	27.78	29.63	158	162	162

**Conclusions based on this data:**

1. Every year, for the past two years, we've had at least 15 kindergarteners take the ELPAC tests. Looking at overall kindergarten enrollment numbers, that's almost one-fourth of our incoming kinder students who identify as English learners.
2. Overall language scores for ELPAC testing student shows that students are roughly split, between an overall score of 3-4 and 1-2. Students are scoring both high and low in overall English language development.
3. The results have shown that the majority of students scoring in the beginning stage tend to struggle in the areas of writing and reading. Our English learners need greater support in foundational skills in reading and writing.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>419</b>	<b>89.3</b>	<b>39.9</b>	<b>1</b>
Total Number of Students enrolled in Bancroft Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	167	39.9
Foster Youth	4	1
Homeless	24	5.7
Socioeconomically Disadvantaged	374	89.3
Students with Disabilities	81	19.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	6.2
Asian	4	1
Filipino	8	1.9
Hispanic	332	79.2
Two or More Races	23	5.5
Pacific Islander	2	0.5
White	24	5.7

### Conclusions based on this data:

- English Learners make up a big percentage of our students. These students need additional support in all areas of academics and attendance.

2. Students with disabilities are the second highest percentage of enrolled students. This student group continues to work with our SAI teachers and paraprofessionals to increase academic success.
3. A large number of enrolled students are Hispanic, making up close to 80% of our student population. Our school needs to expand our connection to our Hispanic community and build strong relationships with these, and all, families.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Our suspension rate continues to improve, though the student group of students with disabilities continue to be suspended at a higher rate. We need to identify strategies and procedures that will take place prior to suspension consideration. Our Positive Behavior and Intervention Supports Committee needs to continue working on other means of behavior correction in attempts to lower suspensions for all students.

2. English Learner progress continues to struggle. We need to identify students that are struggling to make improvement in English language development and provide resources for teachers to improve instruction for English learners.
3. Chronic absenteeism continues to be a problem but is improving. Working with our attendance team and highlighting student attendance continues to show positive impacts. Sharing the importance of student attendance with parents is vital to lowering the chronic absenteeism rate.

# School and Student Performance Data

## Academic Performance English Language Arts

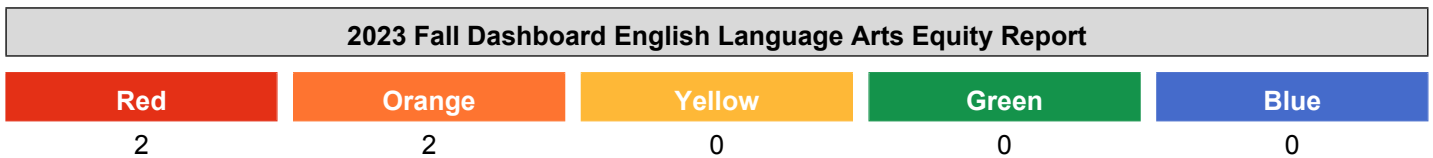
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 78.6 points below standard Increased +9.1 points 214 Students	<p><b>English Learners</b></p>  Orange 102 points below standard Increased +3.3 points 101 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>82.7 points below standard Increased Significantly +34.7 points 18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 85 points below standard Increased +4.3 points 200 Students	<p><b>Students with Disabilities</b></p>  Red 158.3 points below standard Decreased Significantly -15.8 points 59 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>68.9 points below standard</p> <p>Increased Significantly +26 points</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>92.3 points below standard</p> <p>Maintained +2.5 points</p> <p>175 Students</p>	<p>7.4 points below standard</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>22.3 points below standard</p> <p>Increased +13.7 points</p> <p>11 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>107.5 points below standard</p> <p>Maintained +1.9 points</p> <p>96 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>60.1 points below standard</p> <p>Increased +14.2 points</p> <p>106 Students</p>

**Conclusions based on this data:**

1. The ELA academic performance of students with disabilities decreased by 15.8 points. Collaboration must continue between our SAI teachers and the General Education teacher, along with continued work on our district-wide targeted instructional area.
2. The ELA academic performance of all students increased by 9.1 points. Though there was an increase, we need to continue focusing on literacy instruction, school-wide.
3. The ELA academic performance of English learners increased by 3.3 points. A continued focus on our targeted instructional area and the strategies put in place for all, will benefit our English learners.



# School and Student Performance Data

## Academic Performance Mathematics

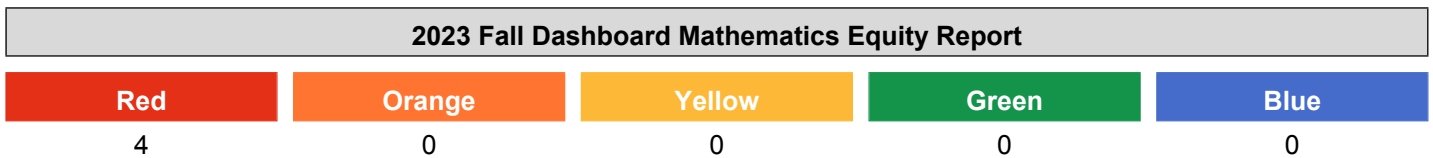
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 104.9 points below standard Maintained +2.4 points 214 Students	<p><b>English Learners</b></p>  Red 121.5 points below standard Decreased -9.2 points 101 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>131.1 points below standard Maintained +2.3 points 18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 109.9 points below standard Maintained +0.7 points 200 Students	<p><b>Students with Disabilities</b></p>  Red 167.2 points below standard Maintained -0.3 points 59 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>108.6 points below standard</p> <p>Increased Significantly +26.3 points</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>116.5 points below standard</p> <p>Decreased -7.8 points</p> <p>175 Students</p>	<p>25 points below standard</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>65.8 points below standard</p> <p>Increased +11 points</p> <p>11 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>124.3 points below standard</p> <p>Decreased -8.9 points</p> <p>96 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>93 points below standard</p> <p>Increased +14.6 points</p> <p>106 Students</p>

#### Conclusions based on this data:

1. The math academic performance for all students was maintained, showing a slight increase of 2.4 points. As a school, we need to continue using strategies that highlight comprehension of mathematical word problems and the mathematical practices.
2. The math academic performance of English learners decreased by 9.2 points. Students need additional, targeted strategies to help gain understanding of mathematical practices.
3. The math performance of students with disabilities maintained from the 2021-2022 school year. A stronger connection between the SAI setting/instruction and the General Education classroom must be present.

# School and Student Performance Data

## Academic Performance English Learner Progress

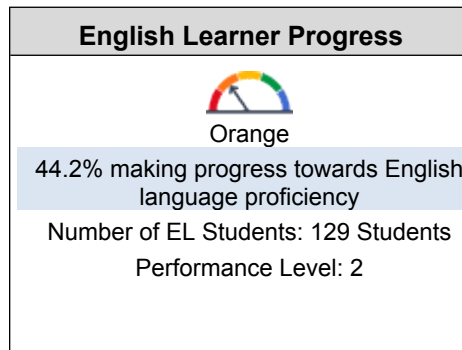
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
26	46	8	49

#### Conclusions based on this data:

1. Roughly half of our English learners (46) maintained ELPI levels 1, 2L, 2H, 3L, or 3H. There needs to be support for all our English learners to help them progress towards reclassification.
2. Roughly half of our English learners (49) progressed at least one ELPI level.
3. Many students decreased one ELPI level and weren't able to maintain or progress from the prior year.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

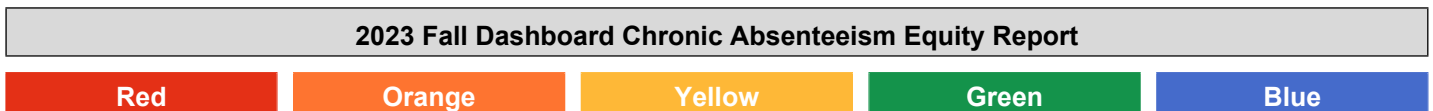
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 45.9% Chronically Absent Declined Significantly -6.2 462 Students	 Red 49.4% Chronically Absent Increased Significantly 3.7 178 Students	Less than 11 Students 6 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red 54.5% Chronically Absent Increased 10.8 33 Students	 Yellow 46.9% Chronically Absent Declined Significantly -6.1 414 Students	 Orange 52.7% Chronically Absent Declined -0.8 110 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 42.4% Chronically Absent Declined -16.7 33 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 47.2% Chronically Absent Declined Significantly -5.4 358 Students	44.8% Chronically Absent Increased 3.9 29 Students	Less than 11 Students 2 Students	30.8% Chronically Absent Declined -12.6 26 Students

**Conclusions based on this data:**

1. The chronic absenteeism rate for all students declined significantly by 6.2. The work completed by our attendance team continues to show positive impacts. Phone calls home for our chronically absent students makes a big difference in getting communicating if there are any concerns at home and how the school can help get students in class.
2. The chronic absenteeism rate for students with disabilities declined by 0.8. The continued effort to highlight the significance of student attendance during IEP meetings has helped get students to school on a daily basis.
3. The chronic absenteeism rate for Hispanic students declined significantly by 5.4. Sharing the message of the vital importance of student attendance with parents during ELAC meetings, Coffee with the Principal monthly gatherings, and during parent community events on campus has helped increase students attendance.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

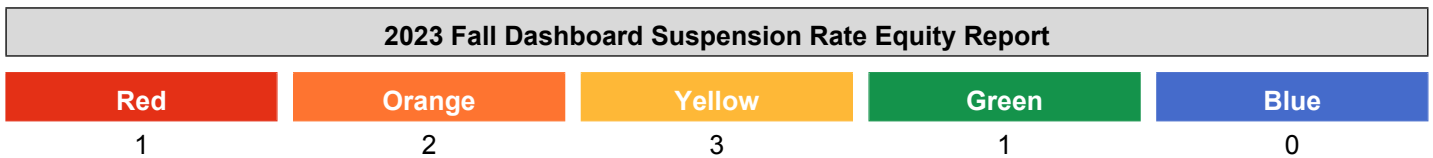
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.4% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.7 497 Students</td> </tr> </tbody> </table>	All Students	 Yellow	5.4% suspended at least one day	Declined Significantly -1.7 497 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.7% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.7 189 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	3.7% suspended at least one day	Declined Significantly -1.7 189 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 7 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 7 Students		
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Homeless														
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Increased 1.7 116 Students														

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 10.5% suspended at least one day Declined -10.8 38 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.7% suspended at least one day Declined -0.3 381 Students	13.3% suspended at least one day Declined -6.7 30 Students	Less than 11 Students 2 Students	 Orange 3.1% suspended at least one day Increased 0.3 32 Students

**Conclusions based on this data:**

1. The suspension rate for homeless students, African American, and Hispanic students declined.
2. The overall suspension rate for all students declined significantly by 1.7.
3. The suspension rate for students with disabilities increased by 1.7. More work needs to be done to build positive connection with parents to help reenforce school expectations.

# SPSA Monitoring and Evaluation 2023-24

## Goal #1

### Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 22% to 26% (minimum of 4% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 6% to 10% (minimum of 4% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 22% to 27% (minimum of 5% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 4% to 8% (minimum of 4% increase).

### Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 15% to 20%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 8% to 13%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 12% to 17%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 3% to 10%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
IDS Teacher (District funded)	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. <ul style="list-style-type: none"> <li>Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to</li> </ul>	I have been able to collect IDS notes and meet with our IDS teacher on a weekly basis to discuss coaching cycles and implementation, across the school. Our PLC notes have shown that discussions from Site Learning Days and Staff Meetings continues in our Professional Learning Communities. Teacher monitoring sheets demonstrate a continued effort from our teachers to collect and analyze data.	The data collected highlights the effectiveness of our IDS teacher. Data also shows that the teacher is able to continue data collection and analysis throughout our school site.	Continue  Our IDS teacher plays a vital role in ensuring continued success for all our students and teachers. Their role is important to improvement of best teaching practices for all our teachers.



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>increase effective instruction in each and every classroom.</p> <ul style="list-style-type: none"> <li>Teachers and the IDS teacher will collaborate in "teaching cycles" to strengthen tier 1 instruction.</li> <li>PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student.</li> <li>Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.</li> <li>Teacher teams will participate in vertical collaboration time to clarify academic expectations (essential standards) across grade levels.</li> <li>Teachers will engage students in academic, collaborative conversations across content areas.</li> <li>Teachers will focus on the development of specific reading and thinking strategies aligned with California State standards to support students in their ability to read, understand, and make meaning of</li> </ul>			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	informational text across all content areas.			
<p>1.0 FTE- Out of Classroom Teacher- K-3 (Coaching/Push-in Model) 1000-1999: Certificated Personnel Salaries CSI 128,819.91</p> <p>Supplemental Books and Supplies to support literacy instruction 4000-4999: Books And Supplies Title I 14,000</p> <p>Substitute Teachers to support teacher planning 1000-1999: Certificated Personnel Salaries Title I 1,093</p> <p>A place holder for carry over money to pay for a retired former literacy coach or consultant to work with our new coach and provide training and mentorship. 1000-1999: Certificated Personnel Salaries Title I</p>	<p>In grades K-3, teachers will focus on improving small group targeted instruction in order to improve Reading and Literacy achievement.</p> <ul style="list-style-type: none"> <li>A Push-in literacy coach will provided need additional targeted small group instruction to students reading below grade level in grades K-3.</li> <li>The push-in coach will support K-3rd grade teachers in the planning and implementation of targeted small group reading instruction.</li> <li>Reading specialists will be used to train teachers, support planning, and refining best practices.</li> <li>Teachers will participate in professional development to improve literacy knowledge and increase literacy instruction expertise.</li> <li>The Push-in literacy coach will be provided training and mentorship from and experienced literacy coach.</li> <li>Teachers will use i-Ready to provide a path to growth and proficiency in reading.</li> <li>Teachers will use Brain Pop to provide supplemental</li> </ul>	<p>Our weekly IDS meeting shows that out push-in model is effective in organizing small reading groups in primary grades. The IDS coach has been able to help teachers, through learning cycles, in creating literacy reading intervention groups and helping increase student achievement.</p> <p>Data shows that we need to increase student achievement in reading and there needs to be direct guided reading intervention. Teachers have met with our IDS Literacy coach and continue meeting with small reading groups, for intervention.</p> <p>Teacher planning time has shown to be productive in helping the vertical planning process. They have been able to create common formative assessments and use the release time to look at student data and plan next instruction.</p>	<p>Coaching cycles with teachers has been very effective in building small group, reading instruction. Teachers have shared that they are meeting with small groups and have been coached in reading intervention strategies. We've seen iReady scores increase in our primary grades, especially kindergarten and 1st grade.</p> <p>Specific guided reading materials has helped created specific learning, targeted intervention instruction.</p> <p>Teachers have been able to continue looking at student work. PLC notes show that the analysis of student work continues to guide further instruction and next steps for teachers.</p>	<p>Modify</p> <p>Our IDS Literacy coach will be split with Kempton Literacy Academy, due to the loss of CSI funds for Bancroft. With the split time between both schools, our IDS coach will focus on guided reading intervention in the upper grades, as our primary grades continue working with the SIPPS program. The IDS Coach will check in with primary grades at the start of the year but mainly work on guided reading instruction with upper grades.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	supports in reading.			
ELOP Teacher (District funded)	An Extended Learning Opportunity Teacher will pull students reading below grade level and support them using the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) intervention.	Our ELOP teacher is grant funded and works with students, across grade level, with SIPPS reading intervention supports. Looking at iReady data, students continue to make progress in reading, specifically, comprehension of informational text. Parents continue to share how much their students enjoy reading intervention with our ELOP teacher and have noticed a greater ability to read from their students.	The iReady data shows that these students are making progress in reading. In discussions with teachers, they share the same insights; these students continue to make positive gains in reading comprehension and decoding.	Continue  Our students need additional support that is targeted specifically at their level. Our ELOP teacher is able to deliver targeted intervention that helps students gain an increased reading foundation, which they can then access materials and the learning in class.
0.4 FTE- Out of Classroom Teacher (Coaching/Push-in Model) 1000-1999: Certificated Personnel Salaries CSI 40,120.09	We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). Teachers will focus on improving small group targeted instruction in order to improve Reading and Literacy achievement.	Our English language development coach worked with teachers in implementing specific strategies to help develop the English language. The ELPAC and iReady data for English learners was used to determine the needs for our students and the best supports for them.	iReady and ELPAC data showed that our English learners continued to struggle to make gains in reading and writing. The data shows that, even with targeted coaching for teachers, students were not making the desired gains. Teachers struggled to find the time to meet with our Coach, seeing as they were already working through learning cycles with both IDS teachers, focused on reading strategies and whole-group instructional strategies.	Discontinue  After two years of specific English learner coaching focus, students continue to struggle in moving forward as English learners. The data shows that students are not advancing and conversations with teachers show that the strategies being considered are best teaching practice for all students, which take place on a daily basis.
0.4 FTE- Out of Classroom Teacher (Coaching/Push-in Model) 1000-1999: Certificated Personnel Salaries Title I 13,371.91	<ul style="list-style-type: none"> <li>A Push-in English Language Development coach will provide needed additional targeted small group instruction to students reading below grade level in grades K-3.</li> </ul>	Supplemental ELD materials were used to support teachers in their designated ELD instruction. Teacher feedback was used to measure the effectiveness of the supplemental materials.	ELPAC data and teacher interviews showed that teachers needed additional reading materials for our English learners.	
Supplemental Books and Supplies to support ELD instruction 4000-4999: Books And Supplies Title I 1,000	<ul style="list-style-type: none"> <li>The Push-in English Language Development coach will be used to train and support our teaching with planning and refining best practices of English Language Development Lessons.</li> <li>Teachers will participate in professional development to</li> </ul>			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	increase language Development knowledge and increase ELD instruction expertise.			
	<p>We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> <li>SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.</li> <li>SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.</li> <li>Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).</li> <li>Students below grade level in Phonological Awareness, Phonics, and Sight Words will receive daily-targeted instruction using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)</li> </ul>	Teacher interviews and parent interviews show that there is a greater need to connect both the SAI teacher and General Ed teacher for professional learning communities and in our Site Learning Days. Walk through evidence shows the carryover from the General Ed setting into the SAI environment.	PLC notes and data conversations show that teachers are meeting with greater frequency to discuss the outcomes of students with IEP's.	<p>Continue</p> <p>Teachers will continue to meet on a weekly basis to discuss the continuation of the General Education strategies being used in the SAI classroom. Teachers will meet to discuss progress towards IEP goals.</p>
Library Books to support literacy	Diverse informational text for students to check out and use during English Language Arts	iReady and CAASPP data were analyzed to show student reading achievement.	iReady data showed that our students continue to struggle with	Discontinue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
instruction/development. 4000-4999: Books And Supplies Title I 2,000.00	instructional blocks. Allow student autonomy in book selection at specific reading levels.	Speaking with our Library and Learning Resources Technician, there is a need for diverse informational text. Data also showed that students are struggling in comprehension of informational text and our library needed an update to our reading materials.	comprehension of informational text. As students visit the library, there is a low inventory of diverse informational text.	Informational texts were purchased and the library received lots of new titles to help close the gap.

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

There were no barriers to implementing any of these goals.

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

For the upcoming school year, our English Language Development coach will not be retuning due to a loss of CSI funds. We also won't be purchasing additional books for our library, as the current purchase was able to close the gap and build a more diverse library. We will be able to partially fund our IDS literacy coach for primary grades with Title I funding. These changes will be found in Goal 1 of the SPSA. We will continue to have and monitor a metric for our SWD's ELA performance (ATSI).

## Goal #2

### Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 12% to 15% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 4% to 8% (minimum of 4% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 12% to 17% (minimum of 5% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 4% to 8% (minimum of 4% increase).

### Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 13% to 18%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 8% to 13%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 12% to 17%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 5% to 8%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	While our instructional focus will be on literacy and language development, we will seek to improve our Tier 1 math instruction. We will increase the various ways and opportunities for students to show their mathematical thinking. By also having students show their mathematical thinking using Real Life Situations, Pictures, Written Symbols, Verbal Symbols, and Manipulatives, students will strengthen their flexibility with mathematical concepts and their conceptual understanding. This will give students with disabilities and our English Learners multiple entry points into the math concepts. Additionally, our supports in English Language	Looking at iReady data and CAASPP data we saw the need for increased supports for students with disabilities and the need to incorporate our SAI teachers in quality Tier I math instruction. Teachers shared that there is a need to incorporate more manipulatives in math instruction and push-in support.	The data showed that students were struggling in math and specifically, in communicating reasoning. We know that students are struggling in reading comprehension and math begins to focus on reading word problems in the upper grades.	Continue We'll continue building collaboration between our SAI and General Ed teachers, with the focus on bringing General Ed strategies into the SAI classroom, when/if students are pulled out. A strong collaboration between both settings will also help ensure strategies are shared with SAI pushes in. PLC's will continue to focus on looking at student data and discuss next steps for low-performing students.



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Development will positively impact our math achievement for our English Learner subgroup. Because our Systematic ELD instruction will be "push-in" students will more easily transfer the language concepts that they are learning into their math performance. Language Development visual supports and scaffolds will be displayed in their classroom rather than in a "pull-out" environment.			

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

There were no major difference between the intended implementation and the budgeted expenditures.

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

There will be no changes to this goal, as we'll continue our focus on working in collaboration between our SAI and General Ed teachers. We will continue to have and monitor a metric for our SWD's math performance (ATSI).

### Goal #3

The percentage of students who are chronically absent from school will decrease from 45% to 41%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>Social Worker (funded by district) 0</p> <p>School Counselor (funded by district) 0</p> <p>Supplies and materials for universal tier 1 interventions 0000: Unrestricted Title I 1,000</p>	<p>Bancroft will establish a "Bancroft Attendance Team."</p> <ul style="list-style-type: none"> <li>We will monitor attendance and tardies at a student, class, grade, student group, and school level.</li> <li>We will establish universal Tier 1 interventions.</li> <li>We will communicate and partner with families.</li> <li>We will identify root causes for absences, such as, chronic health conditions, personal or family problems, transportation barriers, lack of connection to school or sense of belonging, bullying, anxiety, or mental health issues.</li> <li>We will eliminate barriers.</li> <li>We will provide necessary supports.</li> </ul>	<p>Meeting bi-weekly with our attendance team, we looked at overall student attendance. Our social worker was a key facilitator in working through the data and sharing the findings with the team.</p> <p>Parents shared how much they appreciated the work the social worker had taken in gathering resources for them and their children.</p> <p>Teachers shared the the intervention strategies shared with them helped students improve behaviors in the classroom and on campus.</p> <p>Aeries discipline data was used to look at student discipline rates and incidents.</p>	<p>The attendance team meeting data showed that our students were struggling to get to school. Our social worker was able to get phone calls to all our students that struggled with attendance and share expectations with parents. We were able to celebrate, at each trimester, students that were coming to school on a consistent basis.</p> <p>Parents shared that their students wanted to come to school as a result of the celebrations and students began to improve attendance.</p> <p>The social worker was able to pull students for Social Emotional intervention groups and help give students strategies to improve behavior and self-regulate.</p> <p>The Tier I intervention support materials help give teachers and support staff tools to incorporate in weekly lessons.</p>	<p>Continue</p> <p>Our social worker is vital to the social emotional work we're doing at our school. Her strategies shared with teachers help refocus student behaviors in the classroom. Our parents appreciate the resources that she is able to secure for our families and our students. The Tier I intervention supports continue to help build the environment that's needed at our school</p>
<p>Behavior Intervention Tech 2000-2999: Classified Personnel Salaries Title I 64,790.17</p>	<p>Our Behavior Intervention Tech will be working closely in supporting our PBIS work. The BIT will support the Bobcat Bungalow and an alternative to recess and suspensions, the School PBIS rewards, and behavior interventions. All of these interventions will allow students to feel more connected to their peers, avoid social and emotional hurdles, feel more</p>	<p>Aeries discipline data was analyzed to see the number of student referrals being submitted by teachers and staff. Teachers also shared how the the strategies and supports from the Behavior Tech impacted student behaviors. Informal student interviews shared insights on the effectiveness of the relationships being formed between staff and students.</p>	<p>The data showed that student referrals were not declining and students were being seen for the same infraction on a number of occasions. The data also showed that students were being seen by the behavior tech and strategies shared were not benefiting the student and/or teacher.</p>	<p>Discontinue</p> <p>As a result of losing our 6th graders next year and overall major school behaviors on the decline, the responsibilities of the position have been able to be absorbed by the principal, dean, social worker, and counselor. Our</p>



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	successful/appreciated and as a result improve attendance.		<p>Teachers shared that returning students were not coming back to the classroom deescalated and when support was issued, certain techniques were not aligned to our schools expectations and/or classroom expectations. There was a disconnect between the position and the ultimate goal of the school.</p> <p>Students shared that there were no positive behaviors relationships being formed between them and the behavior tech. Students failed to feel a sense of comfort and connection with our behavior tech.</p>	PBIS team continues to meet on a monthly basis to incorporate other strategies to help reduce the number of behavior incidents.
<p>Bilingual School Office Assistant 2000-2999: Classified Personnel Salaries Title I 44,329</p> <p>Bilingual School Office Assistant 2000-2999: Classified Personnel Salaries Title I 16,114</p>	The Bilingual School Office Assistant will vital in the communication and follow through in connecting the families with identified resources and supports. This will allow our Social Worker and Counselor to move to a more proactive role as apposed to being reactive and getting "bogged down" in the clerical work of phone calls, sign-ups, appointments, and coordination.	Teacher and parent feedback shared how important it is for our school to have a bilingual office assistant to help with translations and working with parents and students that only speak Spanish.	<p>Feedback shared by parents at our ELAC meetings and Coffee with the Principal meetings show how important our bilingual school office assistant is to our community. Parents feel welcomed and safe when speaking in Spanish and a positive culture continues to grow as a result.</p> <p>Teachers have shared that the position is important in helping speak with parents and students who are struggling with the English language. Our SOA is an extension to the positive communication sent to our students and families. The messages shared by all highlight the importance of the position.</p>	<p>Continue</p> <p>With our specific community, a bilingual Office Assistant is a necessity if we want to continue creating a positive and welcoming environment for all. Being able to communicate freely in Spanish has created a culture at our school where all are accepted and their input matters.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Second Step (funded by district)	We will use the Social and Emotional Learning Curriculum Second Step in each classroom throughout the year to support our students' Social and Emotional needs and abilities to problem-solve challenging situations. This will positively impact our students' connectedness with the school and as a result improve attendance.	Second step lesson delivery was monitored and referrals made to the counselor and social worker, as well. Also reviewed was student feedback on the CORE SEL survey and an analysis of the four domains.	The data showed that students felt that most teachers cared about them and they felt safe. Students also shared that they have a growth mindset and positive outlook on school and the work they complete. Referrals to the social worker and counselor showed that our students continue working through emotional trauma but they are able to reference strategies learned through the Second Steps program.	Continue  Our students spend time each week working through a Social Emotional Learning program and they are greatly benefiting from the tools and strategies shared with them. Our counselor and social worker are able to reference the material in their small group intervention meetings with students. Our Dean is also able to use the program with weekly SEL lessons with our Quest students. The program has shown to be extremely beneficial with our students and our community.

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

In February, the Behavior Tech position was vacated and no longer filled. The funds allocated for the position were redistributed to other areas of need.

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

As a result of losing our Behavior Tech in February, the allocated funds that remained from that position were reallocated to other areas, specifically Goal 1, strategy 2 and Goal 4, strategy 8. The outcomes for this position did not facilitate improvement in behaviors, as had been the expectation and the responsibilities were shared between other support staff. Since Homeless Youth are struggling with absenteeism we will be including a metric to monitor Homeless Youth, along with our all students metric.

## Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate: Will increase from 61% to 66%

Growth Mindset: Will increase from 50% to 55%

Self-Management: Will increase from 41% to 45%

Self-Efficacy: Will increase from 33% to 36%

Social Awareness: Will increase from 47% to 51%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning: Will increase from 78% to 83%

Sense of Community: Will increase from 82% to 87%

Sense of Safety: Will increase from 71% to 75%

The number of students suspended will decrease from 3.45% to 2.95% (minimum of .5%)

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Dean of Students (District funded) 0 Counselor (District funded) 0 Social Worker (District funded) 0	Bancroft will continue to strengthen and refine their Positive behavioral interventions and supports (PBIS) as an approach to promote school safety and good behavior, teach kids about behavior expectations and strategies and focus on prevention, not punishment. This will be strengthened through professional development provided by our site PBIS Team.	Aeries discipline data was collected and analyzed to see suspensions. Discipline referrals were also collected and analyzed to see the described infraction and the reoccurrence of student behavior.  Teacher feedback was also collected to see the effectiveness of student conferences between the Dean and our students. Teacher feedback was also shared concerning our support staff, specifically our school counselor and social worker.	The feedback Aeries data showed that students referrals were being submitted for less severe infractions. Student behavior conferences were vital to student success and the continuing message of our positive culture. Teacher feedback concerning our social worker and counselor demonstrated successful interventions that improved student behaviors. Our PBIS team analyzed data that demonstrated increase rates of positive reinforcements and a better school community.	Continue  Our Dean, social worker, and counselor serve important roles that help promote positive behaviors on campus. All three of these members hold conferences with students that help them restore relationships and maintain a safe learning environment. With a high focus on the social emotional well being of our community and students, having these members on our support staff greatly benefit our students and helps create a safe and welcoming learning environment.
Youth and Family Services (Grant funded) Parent/Community Liaison (District funded)	Provide parent education classes to increase parent engagement and involvement in their child's education, improve parenting skills and strategies, and provide supports for families.	Data collected was in the form of parent feedback and attendance at parent education classes.	Parents shared that they enjoyed the informational classes and the topics covered greatly helped their work with their students. Attendance at our parent education classes was always well attended and	Continue  Parents need additional support and these classes help bridge the gap between what we're doing at school and the home. Increasing parent awareness

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			engagement was always strong.	and providing a better partnership between the home and school has really supported our school effort of increasing parent participation and engagement on our campus.
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1863.00	<p>We will hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by:</p> <ul style="list-style-type: none"> <li>planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students</li> <li>coordinating without outside organizations and assist parents in utilizing community service and other resources</li> <li>serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school.</li> </ul>	Parent feedback was collected to gauge the impact of the parent liaison and our community.	Feedback from parents showed how instrumental the liaison was in coordinating meetings and activities for all parents. Non-English speaking parents shared that they appreciated having the connection between school and home.	<p>Continue</p> <p>Parents need all the support that we can provide them with and the parent liaison helps equip parents with valuable tools they can use at home. This connection is important, as we try to build up our parents and school communities.</p>
Materials for Playground Peers 4000-4999: Books And Supplies Title I 500	Our playground peers (safe school ambassadors) will lead and guide structured playground activities for students. They will supervise the use of equipment, proper playground behavior, and problem-solve playground conflicts.	Student feedback was collected to measure effectiveness of our Safe School Ambassadors. Teacher feedback was also solicited to understand the need and impact of our Ambassadors out on the playground during recess and structured play. CORE SEL	Data showed that our Safe School Ambassadors are promoting a safe and kind campus during lunch and recess. SEL survey data showed that most of our students felt safe on campus and that other students and staff	<p>Modify</p> <p>Though the program will continue, the funds necessary to continue it are not as high as what was expected. Now that the program is in place, our students,</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
		data was also analyzed to see how students responded.	cared about them. Students shared that being part of the Safe School Ambassadors program built a sense of responsibility for the safety of others on our campus. Students also shared that they felt empowered to be leaders on the playground and help spread kindness throughout our school	and teachers, know how to carry it on and pass the information along to the next set of Ambassadors.
Materials for Bobcat Bungalow 4000-4999: Books And Supplies Title I 1500 Behavior Intervention Tech (Cost accounted for in goal 3) 0	Our Bobcat Bungalow will provide students who need more structure to be successful an alternative to recess by providing cooperative games, sensory activities, and high interest centers. It will also give the school site an alternative to home suspensions. It will be the location of our PBIS rewards. The Bungalow will be supported by our Behavior Intervention Tech.	Feedback from students and teachers was collected to analyze the effectiveness of our Bobcat Bungalow and our student store.	Students shared that the incentive of collecting Paw Pride tickets and being able to exchange them for prizes was a strong motivator in class and at recess. Students also shared that they felt safe in the bungalow and were able to spend time in an alternate setting instead of being outside with their peers. They felt welcomed in the bungalow and knew they could take a break with a trusted adult, and possibly have a conversation with that trusted adult to help improve their day.  Teachers and staff shared that it was very impressive how well students responded to the positive rewards and they felt that behaviors did change, as students sought out the positive reward tickets.	Modify  In our first year of 100% implementation of our PBIS team, we have seen behaviors decrease and the severity of the behaviors that do occur, have been for minor infractions. Out students have responded positively to the reward tickets and to our Bobcat Bungalow. The bungalow serves as a safe and calming space for escalated students and allows them to regulate their behaviors before returning to the classroom. The only modification will be the change in Behavior Tech running the bungalow, to our support staff personnel.
Counselor (District funded) Social Worker (District funded)	Our Social Worker and School Counselor will have a targeted caseload of students in need of week support groups or check-ins. This will be done in order to support the social and emotional growth of our struggling students.	Parents shared how much they appreciated the work the social worker had taken in gathering resources for them and their children.  Teachers shared the the intervention strategies shared with them helped students	The attendance team meeting, run by our social worker and counselor, data showed that our students were struggling to get to school. Our social worker was able to get phone calls to all our students that struggled	Continue  Our social worker is vital to the social emotional work we're doing at our school. Her strategies shared with teachers help refocus student behaviors in the



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
		<p>improve behaviors in the classroom and on campus.</p> <p>Aeries discipline data was used to look at student discipline rates and incidents.</p>	<p>with attendance and share expectations with parents. We were able to celebrate, at each trimester, students that were coming to school on a consistent basis.</p> <p>Parents shared that their students wanted to come to school as a result of the celebrations and students began to improve attendance.</p> <p>The social worker was able to pull students for Social Emotional intervention groups and help give students strategies to improve behavior and self-regulate.</p> <p>The Tier I intervention support materials help give teachers and support staff tools to incorporate in weekly lessons.</p>	<p>classroom. Our parents appreciate the resources that she is able to secure for our families and our students. The Tier I intervention supports continue to help build the environment that's needed at our school</p>
Second Step Curriculum (District funded)	We will use the Social and Emotional Learning Curriculum Second Step in each classroom throughout the year to support our students' Social and Emotional needs and abilities to problem-solve challenging situations.	Second step lesson delivery was monitored and referrals made to the counselor and social worker, as well. Also reviewed was student feedback on the CORE SEL survey and an analysis of the four domains.	The data showed that students felt that most teachers cared about them and they felt safe. Students also shared that they have a growth mindset and positive outlook on school and the work they complete. Referrals to the social worker and counselor showed that our students continue working through emotional trauma but they are able to reference strategies learned through the Second Steps program.	<p>Continue</p> <p>Our students spend time each week working through a Social Emotional Learning program and they are greatly benefiting from the tools and strategies shared with them. Our counselor and social worker are able to reference the material in their small group intervention meetings with students. Our Dean is also able to use the program with weekly SEL lessons with our Quest students. The program has shown to be extremely beneficial with our</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
				students and our community.
Flexible seating for classrooms. 4000-4999: Books And Supplies Title I 10,000	Flexible seating options to promote collaborative conversations. Allow student autonomy in choice seating.	Teacher feedback was collected to see if students responded positively to choice seating. Walkthrough evidence was also collected to see if student collaborative conversations increased as a direct result.	Feedback shared was that students enjoyed the opportunity to chose other places around the classroom to complete their work. Teachers also shared that students were more inclined to collaborate with their peers when they were in other seating configurations, due to the flexible seating. During walkthroughs, it was noted that students were talking more frequently with their peers and the ability to move to other locations in the classrooms allowed students to remain focus for longer periods of time.	Modify Each teacher was able to purchase flexible seating and bring student choice into their classrooms. Looking towards next year, the amount of flexible seating won't be as great as the current year. Giving students access to different seating allows them to remain focused for longer stretches of time.
Equity Conference Registration 5800: Professional/Consulting Services And Operating Expenditures Title I 200.00	Teachers will be given the opportunity to attend the Equity Conference to learn about strategies for supporting our diverse student population.	Teacher feedback was collected to analyzed the effectiveness of the Equity Conference on our staff and students.	Feedback shared showed that, although the conference was beneficial to some, not all staff felt the impact of conference registration.	Discontinue The impact of one teacher attending the conference wasn't big enough to support sending only one teacher at time.

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

When the Playground Peers was established the goal was to have them help during recess and show students how to play games and include all students. When we were presented with the opportunity to become a Safe School Ambassadors' school, the ambassadors were chosen to create an inclusive environment on campus, both during recess and lunch. The materials for playground peers became a necessity for our Safe School Ambassadors.

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

After creating our Safe School Ambassadors program, the funds allocated for playground peers was redistributed to our Safe School Ambassadors. The amount needed to continue the program wasn't as much as was allocated. Those funds were then redistributed to Goal 4, strategy 4 and our Bobcat Bungalow. All of the funds allocated for flexible seating were used but there may be some classrooms in the next school year that may need additional seating options. Since Students with Disabilities suspension rate continues to be disproportionately high we will be including a metric to monitor suspension rate along with our all student metric.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Arts

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 22% to 26% (minimum of 4% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 6% to 10% (minimum of 4% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 22% to 27% (minimum of 5% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 4% to 8% (minimum of 4% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 15% to 20%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 8% to 13%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 12% to 17%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 3 Diagnostic will increase from 3% to 10%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students in all grades (especially our students with disabilities and English Learners) will increase achievement in ELA on state and district tests. Our Literacy IDS teacher will work with teachers to incorporate literacy strategies in small group intervention. The IDS Literacy coach will also work with SAI teachers to ensure strategies are connected between the General Ed and SAI classroom.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 22%</p> <p>English Learners, Grades 3-6 - 6%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 22%</p> <p>Students with Disabilities, Grades 3-6 - 4%</p>	<p>ALL students, of testing age 26%</p> <p>English Learners, of testing age - 10%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 27%</p> <p>Students with Disabilities, of testing age - 8%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 15%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 12%</p> <p>Students with Disabilities - 3%</p>	<p>ALL students - 20%</p> <p>English Learners - 13%</p> <p>Socioeconomically Disadvantaged Students - 17%</p> <p>Students with Disabilities - 10%</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.</p> <ul style="list-style-type: none"> <li>Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.</li> <li>Teachers and the IDS teacher will collaborate in "teaching cycles" to strengthen tier 1 instruction.</li> <li>PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student.</li> <li>Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.</li> <li>Teacher teams will participate in vertical collaboration time to clarify academic expectations (essential standards) across grade levels.</li> </ul>	All students	IDS Teacher (District funded)

	<ul style="list-style-type: none"> <li>Teachers will engage students in academic, collaborative conversations across content areas.</li> <li>Teachers will focus on the development of specific reading and thinking strategies aligned with California State standards to support students in their ability to read, understand, and make meaning of informational text across all content areas.</li> </ul>		
1.2	<p>In grades K-3, teachers will focus on improving small group targeted instruction in order to improve Reading and Literacy achievement.</p> <ul style="list-style-type: none"> <li>A Push-in literacy coach will provided need additional targeted small group instruction to students reading below grade level in grades K-3.</li> <li>The push-in coach will support K-3rd grade teachers in the planning and implementation of targeted small group reading instruction.</li> <li>Teachers will participate in professional development to improve literacy knowledge and increase literacy instruction expertise.</li> <li>The Push-in literacy coach will be provided training and mentorship from and experienced literacy coach.</li> <li>Teachers will use i-Ready to provide a path to growth and proficiency in reading.</li> </ul>	Students Reading Below Grade Level K-3	30,000.00 Title I 1000-1999: Certificated Personnel Salaries 0.5 FTE- Out of Classroom Teacher- K-3 (Coaching/Push-in Model)
1.3	An Extended Learning Opportunity Teacher will pull students reading below grade level and support them using the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) intervention.	Students Reading Below Grade Level 4-6	ELOP Teacher (District funded)
1.4	<p>We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). Teachers will focus on improving small group targeted instruction in order to improve Reading and Literacy achievement.</p> <ul style="list-style-type: none"> <li>Teachers will participate in professional development to increase language Development knowledge and increase ELD instruction expertise.</li> <li>Teachers will participate in data release days to analyze student data and plan next steps</li> <li>Teachers will be given additional resources to support designated ELD instruction in the classroom.</li> </ul>	English Learners	4,000 Title I 1000-1999: Certificated Personnel Salaries Release time for data analysis and planning with IDS Literacy Coach. 1,000 Title I 4000-4999: Books And Supplies Supplemental Books and Supplies to support ELD instruction
1.5	<p>We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> <li>SAI teachers will ensure that students receive appropriate services and utilize</li> </ul>	Students with Disabilities	1,000 Title I 1000-1999: Certificated Personnel Salaries

	<p>instructional materials targeted to meet individual student needs.</p> <ul style="list-style-type: none"> <li>• SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.</li> <li>• Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).</li> <li>• Students below grade level in Phonological Awareness, Phonics, and Sight Words will receive daily-targeted instruction using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)</li> </ul>		Release time for data analysis and planning with IDS Literacy Coach.
<b>1.6</b>	<p>Focusing on vocabulary and comprehension, and aligning to our district focus, our students need supplemental curriculum to increase achievement. Worldly Wise 3000 will increase support for literacy small group instruction and provide Tier II support for all students.</p>	All students especially Students with Disabilities and English Language Learners	2,000 Title I 4000-4999: Books And Supplies Wordly Wise 3000 Vocabulary and Comprehension support materials

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Math

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 12% to 15% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 4% to 8% (minimum of 4% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 12% to 17% (minimum of 5% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 4% to 8% (minimum of 4% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 13% to 18%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 8% to 13%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 12% to 17%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 3 Diagnostic will increase from 5% to 8%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students in all grades (specifically students with disabilities and English learners) will demonstrate an increase in academic proficiency in Math on state and district assessments. Teachers will receive release days to analyze and plan for math instruction, in collaboration with General Ed teachers.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 12%</p> <p>English Learners, Grades 3-6 - 4%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 12%</p> <p>Students with Disabilities, Grades 3-6 - 4%</p>	<p>ALL students of testing age, 15%</p> <p>English Learners, of testing age - 8%</p> <p>Socioeconomically Disadvantaged Students of testing age- 17%</p> <p>Students with Disabilities of testing age - 8%</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 13%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 12%</p> <p>Students with Disabilities - 5%</p>	<p>ALL students of testing age - 18%</p> <p>English Learners - 13%</p> <p>Socioeconomically Disadvantaged Students - 17%</p> <p>Students with Disabilities - 8%</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	While our instructional focus will be on literacy and language development, we will seek to improve our Tier 1 math instruction. We will increase the various ways and opportunities for students to show their mathematical thinking. By also having students show their mathematical thinking using Real Life Situations, Pictures, Written Symbols, Verbal Symbols, and Manipulatives, students will strengthen their flexibility with mathematical concepts and their conceptual understanding. This will give students with disabilities and our English Learners multiple entry points into the math concepts. Additionally, our supports in English Language Development will positively impact our math achievement for our English Learner subgroup. Because our Systematic ELD instruction will be "push-in" students will more easily transfer the language concepts that they are learning into their math performance. Language Development visual supports and scaffolds will be displayed in their classroom rather than in a "pull-out" environment.	All students especially English Learners and Students with Disabilities	
2.2	Teachers, specifically SAI teachers, will incorporate the use of Wipebooks and other materials in the classroom to facilitate collaborative conversations in math instruction and small group intervention.	All students especially Students with Disabilities	1,000 Title I 4000-4999: Books And Supplies

			Wipebooks, and other materials, for increased student collaboration.
<b>2.3</b>	Teachers will incorporate the use of Next Gen Math, in an effort to increase student achievement for all students. The online program will allow for greater student mastery of grade level standards.	All students especially Students with Disabilities and English Language Learners	6,000 Title I 4000-4999: Books And Supplies Next Gen Math Curriculum
<b>2.4</b>	Hands on Lego curriculum to help students with disabilities and English learners to use during mathematical instructional blocks. Curriculum with help ensure equitable opportunities and provide hands-on experiences to present STEAM content and skills. Curriculum will also engage students in an innovative way and help create explicit dialogue in literacy and mathematics.	All students, especially Students with Disabilities	2,000 Title I 4000-4999: Books And Supplies LEGO Education for increased student engagement in math.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Engagement

The percentage of students who are chronically absent from school will decrease from 45% to 41%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student attendance is vital to the work we're doing as a school community. Our Social Worker and Counselor lead our attendance meetings where we analyze student attendance rates and follow up with communication to parents. Our team works on implementing strong interventions to help our Homeless Youth and students in transition. Our families need resources to assist them in getting students to school. As we work on creating, and maintaining, a safe, welcoming, and inclusive environment, we will address the social emotional learning of all our students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 45%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 4% to 41%.
Rate of Chronic Absenteeism for Homeless Youth	In 2023-24, the rate of chronic absenteeism for Homeless Youth was 55.56%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 4% to 51.56%.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Bancroft will establish a "Bancroft Attendance Team."</p> <ul style="list-style-type: none"> <li>We will monitor attendance and tardies at a student, class, grade, student group, and school level.</li> <li>We will establish universal Tier 1 interventions.</li> </ul>	All students	<p>0</p> <p>Social Worker (funded by district)</p> <p>0</p>



	<ul style="list-style-type: none"> <li>We will communicate and partner with families.</li> <li>We will identify root causes for absences, such as, chronic health conditions, personal or family problems, transportation barriers, lack of connection to school or sense of belonging, bullying, anxiety, or mental health issues.</li> <li>We will eliminate barriers.</li> <li>We will provide necessary supports.</li> <li>We will review and monitor Homeless Youth attendance data on a bi-weekly basis.</li> </ul>		School Counselor (funded by district) 2,000 Title I 0000: Unrestricted Supplies and materials for universal tier 1 interventions
<b>3.2</b>	<p>As a staff, we will use professional reading materials to incorporate best practices for all our students.</p> <ul style="list-style-type: none"> <li>We will work through, "Teaching Practices from America's Best Urban Schools," to strengthen teaching practices.</li> </ul>	All students	700.00 Title I 4000-4999: Books And Supplies Teaching Practices from America's Best Urban Schools - Professional Reading
<b>3.3</b>	The Bilingual School Office Assistant will vital in the communication and follow through in connecting the families with identified resources and supports. This will allow our Social Worker and Counselor to move to a more proactive role as apposed to being reactive and getting "bogged down" in the clerical work of phone calls, sign-ups, appointments, and coordination.	All Students	83,000 Title I 2000-2999: Classified Personnel Salaries Bilingual School Office Assistant
<b>3.4</b>	We will use the Social and Emotional Learning Curriculum Second Step in each classroom throughout the year to support our students' Social and Emotional needs and abilities to problem-solve challenging situations. This will positively impact our students' connectedness with the school and as a result improve attendance.	All Students	Second Step (funded by district)

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate: Will increase from 62% to 66%

Growth Mindset: Will increase from 53% to 58%

Self-Management: Will increase from 49% to 55%

Self-Efficacy: Will increase from 42% to 48%

Social Awareness: Will increase from 50% to 55%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning: Will increase from 86% to 90%

Sense of Community: Will increase from 89% to 94%

Sense of Safety: Will increase from 81% to 85%

The number of students suspended will decrease from 3.45% to 2.95% (minimum of .5%)

The number of students with disabilities suspended will decrease from 7.35% to 5%

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Creating and maintaining a safe, welcoming, and inclusive environment is vital for the success of our students and community. The community groups run by our social worker and counselor serve to reinforce our Bancroft pillars of being safe, respectful, responsible, and kinds. Our Safe School Ambassadors continue to learn and share strategies that promote inclusivity for all our students, including our African American students and English learners. Our PBIS work, facilitated by our Dean, promotes self-management and growth mindset in positive reinforcements.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows:  Culture/Climate - 62% Growth Mindset - 53% Self-Management- 49% Self-Efficacy- 42% Social Awareness- 50%	The percentage of students who respond favorably will increase to the following percentages in each domain:  Culture/Climate - 66% Growth Mindset - 58% Self-Management- 55% Self-Efficacy- 48% Social Awareness- 55%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows:  Support for Academic Learning - 86% Sense of Community - 89% Sense of Safety - 81%	The percentage of parents who respond favorably will increase to the following percentages in each domain:  Support for Academic Learning - 90% Sense of Community -94% Sense of Safety - 85%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 3.45%. Students with disabilities suspension rate for the 2023-2024 school year is 7.35%.	The percentage of students suspended will decrease to 2.95%. The percentage of students with disabilities suspended will decrease to 5%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Bancroft will continue to strengthen and refine their Positive behavioral interventions and supports (PBIS) as an approach to promote school safety and good behavior, teach kids about behavior expectations and strategies and focus on prevention, not punishment. This will be strengthened through professional development provided by our site PBIS Team. Specifically, working with SAI educators to improve Tier I strategies to assist behaviors with all students, including Students with Disabilities.	All students	0  Dean of Students (District funded) 0  Counselor (District funded) 0  Social Worker (District funded)
4.2	Provide parent education classes to increase parent engagement and involvement in their child's education, improve parenting skills and strategies, and provide supports for families.	All students	0  Youth and Family Services (Grant funded)  Parent/Community Liaison (District funded)

4.3	<p>We will hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by:</p> <ul style="list-style-type: none"> <li>• planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students</li> <li>• coordinating with outside organizations and assist parents in utilizing community service and other resources</li> <li>• serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school.</li> </ul>	Parent Liaison	1878.15 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison
4.4	<p>Our Safe School Ambassadors will lead and guide structured playground activities for students. They will supervise the use of equipment, proper playground behavior, and problem-solve playground conflicts. They will promote inclusivity at recess and lunch.</p>	All students	300.00 Title I 4000-4999: Books And Supplies Materials for Safe School Ambassadors
4.5	<p>Our Bobcat Bungalow will provide students who need more structure to be successful an alternative to recess by providing cooperative games, sensory activities, and high interest centers. It will also give the school site an alternative to home suspensions. It will be the location of our PBIS rewards.</p>	All Students	1,500.00 Title I 4000-4999: Books And Supplies Materials for Bobcat Bungalow
4.6	<p>Our Social Worker and School Counselor will have a targeted caseload of students in need of weekly support groups or check-ins. This will be done in order to support the social and emotional growth of our struggling students. The team will work with Students with Disabilities to incorporate social strategies for peer relationships.</p>	All Students	Counselor (District funded)  Social Worker (District funded)
4.7	<p>We will use the Social and Emotional Learning Curriculum Second Step in each classroom throughout the year to support our students' Social and Emotional needs and abilities to problem-solve challenging situations.</p>	All Students	Second Step Curriculum (District funded)
4.8	<p>Flexible seating options to promote collaborative conversations. Allow student autonomy in choice seating. Students with disabilities will receive opportunities utilize seating supports in various areas of the classroom and use these accommodations while working in both the General Education and Special Education settings.</p>	All students who would benefit from flexible seating.	1,000 Title I 4000-4999: Books And Supplies Flexible seating for classrooms.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$139,345.15
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$137,378.15
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$135,500.00
Title I Part A: Parent Involvement	\$1,878.15
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$137,378.15**

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
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$137,378.15**

# 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		
Title I Part A: Parent Involvement		

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	135,500.00
Title I Part A: Parent Involvement	1,878.15

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	35,000.00
2000-2999: Classified Personnel Salaries	84,878.15
4000-4999: Books And Supplies	15,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	35,000.00
2000-2999: Classified Personnel Salaries	Title I	83,000.00

4000-4999: Books And Supplies	Title I	15,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,878.15

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	9,000.00
Goal 3	85,700.00
Goal 4	4,678.15



# 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

## **Name of Members**

## **Role**

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
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2024, 3:30 pm.

Attested:

	Principal, Nathan Saucedo on 5/23/24
	SSC Chairperson, Shannon McRae on 5/23/24

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary



In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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