School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bancroft Elementary School	37-68197-6038418	May 25, 2023	June 20, 2023

Purpose and Description

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

X Schoolwide Program

X Comprehensive Support and Improvement

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

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.

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Comprehensive Needs Assessment Components

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

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

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :
Support for academic learning
School safety
Belonging in the school Community

Parent data indicated a desire for more support for reading and language development. Teacher data displayed the desire for more training and direction in supporting our students who are significantly behind in their reading level.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

District/Site Collaborative Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Cohort Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Formal Classroom Observations:
To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Peer Observations:
Ghost walks and peer-to-peer observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Through Professional Learning Communities (PLCs), teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: comprehension of grade level informational text and creating and implementing Positive Behavior Interventions and Supports.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)
Intro to Google Classrooms
Project Based Learning
Math Expressions: Getting Started
Environmental Literacy for Social Studies
Daily 5 Routine for Running Small Group Rotation
Amplify: Analyzing Student Work
High Leverage ELD Strategies
Number Talks and Dot Talks
Supporting Diverse Learners
Virtual Manipulatives in Math Instruction
Minimizing Math Anxiety
Redefining Classroom Management
Social Emotional Learning in PE
Informational Text in PE
Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social emotional learning and mental health

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2023-24 school year will focus on comprehension of grade level informational text, improving our small group literacy and English Language Development instruction, and implementing Positive Behavior Interventions and Supports..

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

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations around data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2023-24, the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Curriculum for Social-Emotional Learning
i-Ready
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representatives from each site to the district-level parent advisory committees, known as the District Parent Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (classified staff, certificated staff, administrative staff) to obtain input about district programs.

<u>Funding</u>

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

Title I funds will be used for a
- Push-in coach to support English Language Development instruction and teacher professional development
- Push-in coach to support small group literacy instruction and teacher professional development
- Behavior Intervention Tech to support the implementation of our PBIS
- Bilingual School Office Assistant to support parent communications in English and Spanish and support the interventions related to Chronic Absenteeism and Suspension Rates

Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2023-24 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 21, 2023, 8:30 am
- SSC # 4 Meeting, April 20, 2023, 3:15 pm, Time; SSC #5 Meeting, May 25, 2023, 3:10 pm
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: April 18, 2023, 2:45 pm, May 9, 2023 2:45 pm.

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.

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, our dean of students was still covering a teaching vacancy in the Quest program to start the year, we had multiple Special Education PARA 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 loose their positions or seek employment elsewhere.

Our SSC met during the 2022-23 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 never filled by HR 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.

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	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
			Total Enrollment	395	419	419

Table header: Student Enrollment by Subgroup

Student Enrollment
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
Total Enrollment	395	419	419

Table header: Student Enrollment by Grade Level

The conclusions based on this data

1. Based on the above data, the percentage of Hispanic/Latino students at our school has been increasing causing an increased need for Spanish speaking parent support.

2. Our enrollment has been steady in the lower grades and tapers off in 6th grade showing a need for early intervention strategies.

3. The number of African American students at Bancroft dropped significantly in 2022-23 which may show a need for more African American representation at Bancroft.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	143	164	167	36.20%	39.1%	39.9%
Fluent English Proficient (FEP)	20	17	14	5.10%	4.1%	3.3%
Reclassified Fluent English Proficient (RFEP)	0		4	0.0%		2.4

The conclusions based on this data

1. Our English Learner percentages and number of students have remained consistent and high. This means that we need to be sure to address their academic needs given the impact that 39.9% of our students could have on our data.

2. Our RFEP count is very low. Only four students reclassified in 2022-23. This means that although our students are development their language skills, their language abilities are not transferring into other academic content areas and their reading and writing.

3. Our students enrolling as initially Fluent English Proficient have been decreasing. This could mean that students are enrolling with a lack of English and possible a lack of Spanish language as well. We would then have the challenge of building off of a fragile language foundation in the early grades.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		0	59		0	59		0.0	100.0	
Grade 4	54	65		0	60		0	60		0.0	92.3	
Grade 5	60	55		0	54		0	54		0.0	98.2	
Grade 6	58	52		0	52		0	52		0.0	100.0	
All Grades	236	231		0	225		0	225		0.0	97.4	

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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.			5.08			8.47			18.64			67.80	
Grade 4		2379.			1.67			13.33			25.00			60.00	
Grade 5		2449.			7.41			24.07			20.37			48.15	
Grade 6		2426.			3.85			9.62			26.92			59.62	
All Grades	N/A	N/A	N/A		4.44			13.78			22.67			59.11	

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			45.76			50.85	
Grade 4		0.00			60.00			40.00	
Grade 5		9.26			62.96			27.78	
Grade 6		0.00			42.31			57.69	
All Grades		3.11			52.89			44.00	

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			35.59			61.02	
Grade 4		0.00			45.00			55.00	
Grade 5		9.26			46.30			44.44	
Grade 6		3.85			28.85			67.31	
All Grades		4.00			39.11			56.89	

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			45.76			45.76	
Grade 4		3.33			71.67			25.00	
Grade 5		14.81			59.26			25.93	
Grade 6		5.77			63.46			30.77	
All Grades		8.00			60.00			32.00	

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			44.07			49.15	
Grade 4		5.00			53.33			41.67	
Grade 5		9.26			57.41			33.33	
Grade 6		3.85			61.54			34.62	
All Grades		6.22			53.78			40.00	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.

2. Conclusions will be drawn when CAASPP results become available.

3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		0	59		0	59		0.0	100.0	
Grade 4	54	65		0	62		0	62		0.0	95.4	
Grade 5	60	55		0	54		0	54		0.0	98.2	
Grade 6	59	52		0	52		0	52		0.0	100.0	
All Grades	237	231		0	227		0	227		0.0	98.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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.			1.69			6.78			22.03			69.49	
Grade 4		2411.			4.84			12.90			38.71			43.55	
Grade 5		2414.			3.70			5.56			22.22			68.52	
Grade 6		2402.			0.00			3.85			17.31			78.85	
All Grades	N/A	N/A	N/A		2.64			7.49			25.55			64.32	

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			28.81			69.49	
Grade 4		4.84			45.16			50.00	
Grade 5		3.70			29.63			66.67	
Grade 6		0.00			23.08			76.92	
All Grades		2.64			32.16			65.20	

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			30.51			67.80	
Grade 4		3.23			40.32			56.45	
Grade 5		3.70			40.74			55.56	
Grade 6		0.00			26.92			73.08	
All Grades		2.20			34.80			63.00	

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			50.85			45.76	
Grade 4		6.45			58.06			35.48	
Grade 5		1.85			48.15			50.00	
Grade 6		0.00			48.08			51.92	
All Grades		3.08			51.54			45.37	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.

2. Conclusions will be drawn when CAASPP results become available.

3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1389.1	1439.4		1416.3	1442.3		1325.6	1432.1		19	15	
1	1423.5	1399.0		1443.5	1434.9		1403.0	1362.5		22	21	
2	1466.9	1447.8		1494.2	1461.0		1439.1	1434.1		25	24	
3	1469.7	1482.7		1473.1	1495.3		1465.8	1469.6		27	31	
4	1489.5	1502.4		1487.2	1497.2		1491.4	1507.2		17	30	
5	1507.7	1524.8		1505.1	1529.5		1509.8	1519.6		24	20	
6	1511.9	1529.7		1518.2	1538.1		1505.0	1520.9		24	22	
All Grades										158	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
K	0.00	26.67		15.79	40.00		52.63	20.00		31.58	13.33		19	15	
1	9.09	0.00		13.64	25.00		31.82	40.00		45.45	35.00		22	20	
2	12.00	4.17		48.00	41.67		20.00	20.83		20.00	33.33		25	24	
3	3.70	6.45		25.93	41.94		48.15	35.48		22.22	16.13		27	31	
4	5.88	16.67		35.29	36.67		41.18	26.67		17.65	20.00		17	30	
5	16.67	25.00		20.83	40.00		45.83	15.00		16.67	20.00		24	20	
6	8.33	22.73		29.17	31.82		45.83	22.73		16.67	22.73		24	22	
All Grades	8.23	13.58		27.22	37.04		40.51	26.54		24.05	22.84		158	162	

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
K	5.26	20.00		31.58	53.33		42.11	13.33		21.05	13.33		19	15	
1	18.18	15.00		31.82	30.00		27.27	30.00		22.73	25.00		22	20	
2	28.00	20.83		44.00	41.67		24.00	16.67		4.00	20.83		25	24	
3	14.81	32.26		44.44	48.39		25.93	12.90		14.81	6.45		27	31	
4	23.53	30.00		41.18	36.67		23.53	26.67		11.76	6.67		17	30	
5	20.83	40.00		54.17	40.00		16.67	15.00		8.33	5.00		24	20	
6	25.00	36.36		50.00	31.82		16.67	27.27		8.33	4.55		24	22	
All Grades	19.62	28.40		43.04	40.12		24.68	20.37		12.66	11.11		158	162	

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
K	0.00	13.33		10.53	26.67		26.32	53.33		63.16	6.67		19	15	
1	9.09	0.00		4.55	5.00		18.18	35.00		68.18	60.00		22	20	
2	0.00	4.17		40.00	20.83		24.00	29.17		36.00	45.83		25	24	
3	0.00	3.23		14.81	9.68		44.44	45.16		40.74	41.94		27	31	
4	0.00	10.00		23.53	33.33		41.18	20.00		35.29	36.67		17	30	
5	0.00	10.00		20.83	25.00		41.67	35.00		37.50	30.00		24	20	
6	0.00	0.00		12.50	36.36		37.50	22.73		50.00	40.91		24	22	
All Grades	1.27	5.56		18.35	22.22		33.54	33.33		46.84	38.89		158	162	

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
K	5.26	26.67		78.95	66.67		15.79	6.67		19	15	
1	31.82	25.00		50.00	55.00		18.18	20.00		22	20	
2	32.00	8.33		60.00	70.83		8.00	20.83		25	24	
3	3.70	22.58		74.07	64.52		22.22	12.90		27	31	
4	17.65	43.33		70.59	40.00		11.76	16.67		17	30	
5	20.83	10.00		58.33	70.00		20.83	20.00		24	20	
6	20.83	18.18		54.17	63.64		25.00	18.18		24	22	
All Grades	18.99	22.84		63.29	60.49		17.72	16.67		158	162	

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
K	5.26	13.33		57.89	73.33		36.84	13.33		19	15	
1	0.00	15.00		77.27	45.00		22.73	40.00		22	20	
2	36.00	25.00		60.00	54.17		4.00	20.83		25	24	
3	37.04	58.06		44.44	32.26		18.52	9.68		27	31	
4	41.18	30.00		47.06	60.00		11.76	10.00		17	30	
5	50.00	65.00		41.67	35.00		8.33	0.00		24	20	
6	58.33	54.55		29.17	36.36		12.50	9.09		24	22	
All Grades	33.54	38.89		50.63	46.91		15.82	14.20		158	162	

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
K	0.00	13.33		36.84	73.33		63.16	13.33		19	15	
1	9.09	0.00		22.73	35.00		68.18	65.00		22	20	
2	12.50	12.50		54.17	41.67		33.33	45.83		24	24	
3	0.00	0.00		51.85	32.26		48.15	67.74		27	31	
4	0.00	6.67		70.59	53.33		29.41	40.00		17	30	
5	12.50	10.00		41.67	55.00		45.83	35.00		24	20	
6	0.00	9.09		25.00	36.36		75.00	54.55		24	22	
All Grades	5.10	6.79		42.68	45.06		52.23	48.15		157	162	

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
K	10.53	26.67		15.79	60.00		73.68	13.33		19	15	
1	9.09	0.00		27.27	55.00		63.64	45.00		22	20	
2	8.00	4.17		44.00	54.17		48.00	41.67		25	24	
3	0.00	6.45		48.15	67.74		51.85	25.81		27	31	
4	5.88	16.67		52.94	53.33		41.18	30.00		17	30	
5	4.17	20.00		70.83	55.00		25.00	25.00		24	20	
6	0.00	13.64		91.67	77.27		8.33	9.09		24	22	
All Grades	5.06	11.73		51.27	60.49		43.67	27.78		158	162	

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.

3. Conclusions will be drawn when ELPAC results become available.

2022-23 Annual Review

Goal Subject

English Language Arts

LEA/LCAP Goal

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)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 18.3% to 21.3%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 11% to 19%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 17.44% to 25.44%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 5.77% to 13.77%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 25%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 15% to 23%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 23% to 31%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 11% to 19%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We funded a part-time Literacy Intervention Teacher. She was able to establish a caseload and provide "pull-out" small group reading instruction to our students in the lower grades. The effectiveness of the intervention was inconsistent. Students who were unsuccessful in the intervention were commonly referred to Special Education. This limited the ability to target students who would be successful in the intervention and it limited our success rate. Given that a large number of students are not performing at grade level, interventions impacting Tier 1 instruction were needed. A "pull-out" model didn't achieve this.

We currently do not have data on our Trimester Three (T3) iReady Literacy scores which were used to make these goals. We do however have data on our T2 and can reasonably project our progress.
- School Wide, we were hoping to increase from 22% scoring at or above on iReady (ELA) to 25%. In trimester 2 we are already at 23%. Given that our T1 percentage this year was 13%, we should make that goal.
- English Learners, we were hoping to increase from 15% scoring at or above on iReady (ELA) to 23%. In trimester 2 we are currently at 9%. Given that our T1 percentage this year was 5%, we will likely not make our goal.
- Socioeconomically Disadvantaged, we were hoping to increase from 23% scoring at or above on iReady (ELA) to 31%. In trimester 2 we are currently at 19%. Given that our T1 percentage this year was 9%, it will be close but we will likely not make our goal.
- Students with Disabilities, we were hoping to increase from 11% scoring at or above on iReady (ELA) to 19%. In trimester 2 we are already at 17%. W should make that goal.

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

Due to lack of guest teachers district-wide, release days for teachers to meet in PLCs and deepen understanding of essential standards, identify targets, determine formative assessments, and plan instruction were not available. There was inconsistency with the staffing of the on-site substitutes, so the positions remained vacant for months. This negatively impacted our peer-observations, teacher planning and collaboration. Additionally, our IDS teacher retired mid-year and was replaced by an IDS teacher who transferred to Bancroft Elementary. This inconsistency negatively impacted our coaching cycles and iReady implementation.

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.

Moving forward Bancroft will monitor its progress in English Language Arts using iReady Trimester 2 data each year.
Bancroft will move to a push-in coaching model to support our students' Reading and Literacy Development and a push-in coaching model to support our students' Designated English Language Development instruction. By having a "push-in" model we hope to strengthen our Tier 1 and Tier 2 Instruction. By also insuring that the Designated ELD Instruction takes place in the classroom and not as a pull out model, the language outcomes and language supports are more likely to transfer into the core curriculum, reading, and writing.

2022-23 Annual Review

Goal Subject

Math

LEA/LCAP Goal

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)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 9.73% to 12.73%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 7.84% to 15.84%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 10.15% to 18.15%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 1.92% to 9.92%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 13% to 16%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 10% to 18%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 13% to 31%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 4% to 12%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Bancroft did not allocate resources to mathematics interventions or professional development last year.

We currently do not have data on our Trimester Three (T3) iReady Mathematics scores which were used to make these goals. We do however have data on our T2 and can reasonably project our progress.

- School Wide, we were hoping to increase from 13% scoring at or above on iReady (Mathematics) to 16%. In trimester 2 we are already at 14%. Given that our T1 percentage this year was 6%, we should make that goal.
- English Learners, we were hoping to increase from 10% scoring at or above on iReady (Mathematics) to 18%. In trimester 2 we are currently at 4%. Given that our T1 percentage this year was 4%, we will likely not make our goal.
- Socioeconomically Disadvantaged, we were hoping to increase from 13% scoring at or above on iReady (Mathematics) to 31%. In trimester 2 we are currently at 12%. Given that our T1 percentage this year was 5%, we will likely not make our goal.
- Students with Disabilities, we were hoping to increase from 4% scoring at or above on iReady (Mathematics) to 12%. In trimester 2 we are already at 14%. W have already made that goal.

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

Due to lack of guest teachers district-wide, release days for teachers to meet in PLCs and deepen understanding of essential standards, identify targets, determine formative assessments, and plan instruction were not available. There was inconsistency with the staffing of the on-site substitutes, so the positions remained vacant for months. This negatively impacted our peer-observations, teacher planning and collaboration. Additionally, our IDS teacher retired mid-year and was replaced by an IDS teacher who transferred to Bancroft Elementary. This inconsistency negatively impacted our coaching cycles and iReady implementation.

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.

Moving forward Bancroft will monitor its progress in Mathematics using iReady Trimester 2 data each year.

Most of our professional development and coaching was around literacy. Next year while we will be focusing our resources around literacy and English language Development, we will have opportunities to strengthen our math instruction in professional development. We will look at how to ensure that students have multiple ways to show their mathematical understanding. Additionally, we hope that by strengthening our Language Development, our English Learners will show improvement in mathematics.

2022-23 Annual Review

Goal Subject

Student Engagement

LEA/LCAP Goal

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)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% to 47.63%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The goal of our school was to decrease the percentage of students who are chronically absent from school by 1% to 47.63%. Currently we are at 43.34 percent. We will likely exceed our goal.

We have been targeting families in need of resources and supporting those families through our school pantry and family counseling referrals. Our school social worker has developed a caseload of students who she sees weekly. She addresses various social and emotional needs seeking to improve their connectedness and attendance. Our dean, social worker, IDS teacher, and ASB teacher leader have created opportunities for students to fill leadership roles. This has also improved student connectedness to the school. We opened our "Bobcat Bungalow" at the end of the year as an alternative to recess. As a result this has helped students develop some healthy school relationships with peers.

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

The district was not able to staff a Behavior Intervention Tech or a Bilingual School Office Assistant. As a result many of the interventions and strategies that we had planned to put into place were not implemented.

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, Bancroft will continue with a full time social-worker. Additionally a full time counselor will be added. Many of the planned interventions involve tracking attendance

data at a student, class, grade, and school level. They also require parent communications and parent meetings in both English and Spanish. A Bilingual School Office Assistant will assist with these tasks. We will also try to increase our student to school connectedness using interventions provided by a newly staffed Behavior Intervention Tech for the upcoming school year.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

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)

Goal 4

The percentage of students who respond favorably will increase to the following percentages in each domain:
Culture/Climate - 78%
Growth Mindset - 69%
Self-Management- 72%
Self-Efficacy- 63%
Social Awareness- 67%

The percentage of parents who respond favorably will increase to the following percentages in each domain:
Support for Academic Learning - 93%
Sense of Community - 87%
Sense of Safety - 89%

The percentage of students suspended will decrease to 2.9%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Bancroft had the following goals for the percentage of parents who would respond favorably in each domain:
The goal for Support for "Academic Learning" was 93%. The recent survey came in at 78%.
The goal for Support for "Sense of Community" was 87%. The recent survey came in at 82%.
The goal for Support for "Sense of Safety" was 89%. The recent survey came in at 71%.

Bancroft had hoped to decrease the percentage of students suspended to 2.9%. It is currently 4.13%.

We did not have our Behavior Site Tech staffed this year. Hopefully this will get staffed because it is an important position need to support our "Bobcat Bungalow" and our PBIS work. We rolled out

PBIS this year. We hope to grow on the foundation that was put into place by creating more teaching supports over the summer. This will allow us to continue to move away from a punitive model to a teaching and learning model. our Playground Peers will continue next year as a way to further teach students how to cope with social and emotional challenges. We will seek to build on our first year using Second Step by creating a supportive scope and sequence for teachers.

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

While we started our PBIS work this year, we did not have our Behavior Intervention Tech position staffed this year. This negatively impacted our ability to implement some of our behavior interventions and alternatives to suspension this year. Additionally, the Bilingual School Office Assistant will help improve the parent communication with families that was lacking and caused some of the drop off in the annual parent survey.

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, Bancroft will continue with a full time social-worker. Additionally a full time counselor will be added. Many of the planned interventions for climate and culture involve tracking attendance data at a student, class, grade, and school level. They also require parent communications and parent meetings in both English and Spanish. A Bilingual School Office Assistant will assist with these tasks. We will also try to increase our student to school connectedness using interventions provided by a newly staffed Behavior Intervention Tech for the upcoming school year. The Behavior Intervention Tech will lead our new "Bobcat Bungalow" as an alternative to suspensions. It was also serve as an alternative to recess for students who need more structure and guidance in order to be successful.

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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)

Goal 1

Statewide Assessments:

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

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

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

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

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 2 Diagnostic will increase from 23% to 26%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 2 Diagnostic will increase from 9% to 17%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 2 Diagnostic will increase from 19% to 27%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on the i-Ready (ELA) Trimester 2 Diagnostic will increase from 17% to 25%.

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 23% English Learners - 9% Socioeconomically Disadvantaged Students - 19% Students with Disabilities - 17%	ALL students - 26% English Learners - 17% Socioeconomically Disadvantaged Students - 27% Students with Disabilities - 25%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.
- 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.
- Teachers and the IDS teacher will collaborate in "teaching cycles" to strengthen tier 1 instruction.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Teacher teams will participate in vertical collaboration time to clarify academic expectations (essential standards) across grade levels.

- Teachers will engage students in academic, collaborative conversations across content areas.
- 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	IDS Teacher (District funded)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Reading Below Grade Level K-3

Strategy/Activity

In grades K-3, teachers will focus on improving small group targeted instruction in order to improve Reading and Literacy achievement.
- A Push-in literacy coach will provided need additional targeted small group instruction to students reading below grade level in grades K-3.
- The push-in coach will support K-3rd grade teachers in the planning and implementation of targeted small group reading instruction.
- Reading specialists will be used to train teachers, support planning, and refining best practices.
- Teachers will participate in professional development to improve literacy knowledge and increase literacy instruction expertise.
- The Push-in literacy coach will be provided training and mentorship from and experienced literacy coach.
- Teachers will use i-Ready to provide a path to growth and proficiency in reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
137,057	CSI 1000-1999: Certificated Personnel Salaries 1.0 FTE- Out of Classroom Teacher- K-3 (Coaching/Push-in Model)
2,000	LCFF

	4000-4999: Books And Supplies Supplemental Books and Supplies to support literacy instruction
1,093	LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers to support teacher planning
	Title I 1000-1999: Certificated Personnel Salaries 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.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Reading Below Grade Level 4-6

Strategy/Activity

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.

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

Amount(s)	Source(s)
	ELOP Teacher (District funded)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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.
  • 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.

- 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.
- Teachers will participate in professional development to increase language Development knowledge and increase ELD instruction expertise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,549	Title I 1000-1999: Certificated Personnel Salaries 0.4 FTE- Out of Classroom Teacher (Coaching/Push-in Model)
27,943	CSI 1000-1999: Certificated Personnel Salaries 0.4 FTE- Out of Classroom Teacher (Coaching/Push-in Model)
1,000	LCFF 4000-4999: Books And Supplies Supplemental Books and Supplies to support ELD instruction

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).
- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- 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)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

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)

Goal 2

Statewide Assessments:

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

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

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

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

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 2 Diagnostic will increase from 14% to 17%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 2 Diagnostic will increase from 4% to 12%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 2 Diagnostic will increase from 12% to 20%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on the i-Ready (Mathematics) Trimester 2 Diagnostic will increase from 13% to 21%.

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students - 13% English Learners - 5% Socioeconomically Disadvantaged Students - 11% Students with Disabilities - 6%	ALL students - 21% English Learners - 13% Socioeconomically Disadvantaged Students - 19% Students with Disabilities - 14%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students especially English Learners and Students with Disabilities

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

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)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2022-2023, Bancroft Elementary's rate of chronic absenteeism was 43.34%.	In 2023-2024, Bancroft Elementary will reduce its rate of chronic absenteeism by 1% to 42.34%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Bancroft will establish a "Bancroft Attendance Team."
- We will monitor attendance and tardies at a student, class, grade, student group, and school level.
- We will establish universal Tier 1 interventions.
- We will communicate and partner with families.
- 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.

- We will eliminate barriers.
- We will provide necessary supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Social Worker (funded by district)
0	School Counselor (funded by district)
1,000	LCFF 0000: Unrestricted Supplies and materials for universal tier 1 interventions

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 feeel more connected to their peers, avoid social and emotional hurdles, feel more successful/appreciated and as a result improve attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
64,790.17	Title I 2000-2999: Classified Personnel Salaries Behavior Intervention Tech

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
44,329	Title I 2000-2999: Classified Personnel Salaries Bilingual School Office Assistant
16,114	LCFF 2000-2999: Classified Personnel Salaries Bilingual School Office Assistant

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
	Second Step (funded by district)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate & Culture

LEA/LCAP Goal

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)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from xx to xx (minimum of .5%) (Or will maintain a suspension rate below .5%)

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

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 - 60.81% Growth Mindset - 49.79% Self-Management- 40.59% Self-Efficacy- 32.77% Social Awareness- 47.01%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 64.81% Growth Mindset - 53.79% Self-Management- 44.59% Self-Efficacy- 36.77% Social Awareness- 51.01%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 78% Sense of Community - 82% Sense of Safety - 71%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 82% Sense of Community - 86% Sense of Safety - 75%
Suspension Data	The suspension rate for Bancroft Elementary for the 2022-2023 school year is 4.13%	The percentage of students suspended will decrease to 3.63% (minimum of .5% decrease)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Bancroft will 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Dean of Students (District funded)
0	Counselor (District funded)
0	

	Social Worker (District funded)
0	

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

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

Amount(s)	Source(s)
	Youth Family Services (Grant funded)
	Parent/Community Liaison (District funded)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parent Liaison

Strategy/Activity

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:

- planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students
- coordinating without outside organizations and assist parents in utilizing community service and other resources
- 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.

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

Amount(s)	Source(s)
1863.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Materials for Playground Peers

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Materials for Bobcat Bungalow
0	

	Behavior Intervention Tech (Cost accounted for in goal 3)

Strategy/Activity 6

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

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
	Counselor (District funded)
	Social Worker (District funded)

Strategy/Activity 7

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

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
	Second Step Curriculum (District funded)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$136,531.17
Total Federal Funds Provided to the School from the LEA for CSI	$165,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$323,738.17

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
CSI	$165,000.00
Title I	$134,668.17
Title I Part A: Parent Involvement	$1,863.00

Subtotal of additional federal funds included for this school: $301,531.17

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
LCFF	$22,207.00

Subtotal of state or local funds included for this school: $22,207.00

Total of federal, state, and/or local funds for this school: $323,738.17

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
CSI	165,000.00
LCFF	22,207.00
Title I	134,668.17
Title I Part A: Parent Involvement	1,863.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	191,642.00
2000-2999: Classified Personnel Salaries	127,096.17
4000-4999: Books And Supplies	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	CSI	165,000.00
0000: Unrestricted	LCFF	1,000.00

1000-1999: Certificated Personnel Salaries	LCFF	1,093.00
2000-2999: Classified Personnel Salaries	LCFF	16,114.00
4000-4999: Books And Supplies	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	25,549.00
2000-2999: Classified Personnel Salaries	Title I	109,119.17
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,863.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	194,642.00
Goal 3	126,233.17
Goal 4	2,863.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2023, 3:10 pm.

Attested:

Signature	
[signature]	Principal, Gilbert Gutierrez on 5/25/23
[signature]	SSC Chairperson, Shannon McRae on 5/25/23

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

      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; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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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