



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

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bancroft School	Elementary	37-68197-6038418	May 28, 2026	June 16, 2026

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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Plan Description

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2026-27 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, 1-23-26
- * SSC # 4 Meeting, 4-23-26; SSC #5 Meeting, 5-28-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 2-10-26

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

A review of state and local data, including the California School Dashboard, CAASPP, and student group data, indicates that there are currently no indicators in the red or orange performance categories. The data indicated a need for continued growth and targeted support to ensure all student groups sustain progress and close remaining achievement gaps. There have been significant gains in grades 3–5 across English Language Arts, mathematics, English learner progress, and overall student engagement, which has contributed to Bancroft Elementary moving out of the red and orange categories. These improvements are closely aligned with consistent instructional practices, a return to structured classroom routines, and increased student engagement. Additionally, alignment between CAASPP and i-Ready data reflects more consistent student performance trends across assessments. The data indicated a need to maintain and strengthen these gains, particularly by ensuring consistency across grade levels and supporting areas where variability still exists, such as in grade levels experiencing staffing transitions. Continued attention is also needed for student groups who may still experience higher rates of absenteeism or require additional academic and language support.

To address these needs, we will continue implementing differentiated instruction and targeted small group support aligned to strong Tier I instruction in both English Language Arts and mathematics. Professional development will remain focused on improving comprehension of informational text, close reading strategies, and high-impact instructional practices, as well as strengthening mathematical reasoning and problem-solving skills. Additionally, we will expand and refine supports for English learners through designated and integrated English Language Development, with an emphasis on targeted vocabulary instruction. Ongoing monitoring of attendance and increased family engagement efforts will also support improved student outcomes.

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

A review of state and local data, including the California School Dashboard and site-level attendance and discipline data, indicates that while overall performance has improved, there are still disparities among specific student groups when compared to the “All Students” group. The data indicated a need for targeted support in the area of chronic absenteeism, particularly for students identified as Two or More Races, whose performance was two or more levels below the “All Students” group. This suggests that, despite overall improvements, barriers to consistent attendance persist for this student group, potentially related to engagement, access to resources, or family circumstances. To address these needs, we will continue to create a more engaging and supportive school environment by expanding counseling services and strengthening community partnerships to address the root causes of absenteeism. Our Community Schools Facilitator will continue conducting home visits and connecting families to needed resources. Our attendance team—including the school counselor, district nurse, principal, and Community Schools Facilitator—will maintain regular monitoring of attendance data, implement positive reinforcement systems, and provide monthly attendance incentives. Teachers will continue proactive outreach to families of chronically absent students and emphasize the importance of daily attendance, while increasing family engagement through events such as Back to School Night, Open House, and Coffee with the Principal.

The data also indicated a need for additional support in the area of suspension rates for Students with Disabilities, African American students, and students identified as Two or More Races, whose performance levels were two or more levels below the “All Students” group. This reflects a need to ensure equitable discipline practices and increase access to behavioral and social-emotional supports. To address these needs, we will strengthen implementation of PBIS and restorative practices, with a focus on reducing disproportionality in discipline outcomes. Staff will receive ongoing professional development on culturally responsive practices and inclusive behavior supports. Additionally, we will increase access to counseling and social-emotional learning supports, ensure early intervention for behavior concerns, and continue collaboration among the student support team to monitor data and respond proactively to student needs.

Other Needs

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

A review of local data sources, including i-Ready diagnostic results, classroom-based assessments, SEL survey data, and internal progress monitoring, indicates several additional areas of need to support continued student growth and overall well-being. The data indicated a need for continued refinement of differentiated instruction, particularly to support students performing below grade level in both reading and mathematics. While many students are demonstrating growth, i-Ready and classroom assessment data show that some students require more targeted intervention to close skill gaps, especially in foundational reading skills, comprehension of informational text, and mathematical problem-solving. To address these needs, we will continue to strengthen Tier I instruction while expanding targeted small group instruction during the school day. Teachers will use ongoing formative assessment data to group students based on specific needs and provide focused intervention. Additional professional development will support teachers in implementing high-impact instructional strategies and using data effectively to adjust instruction. The data indicated a need to further support English learners in developing academic language and vocabulary, as local assessments and classroom observations show variability in language acquisition and application across content areas. To address these needs, we will enhance both designated and integrated English Language Development (ELD), with an emphasis on explicit vocabulary instruction, structured academic discourse, and scaffolded language supports. Teachers will continue to incorporate language objectives into daily instruction and provide targeted small group support based on proficiency levels.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	6.33%	7.93%	8.80%	28	31	36
Asian	1.81%	1.79%	1.71%	8	7	7
Filipino	1.81%	2.05%	1.22%	8	8	5
Hispanic/Latino	78.73%	76.98%	79.95%	348	301	327
Pacific Islander	0.90%	0.77%	0.49%	4	3	2
White	4.75%	3.84%	2.93%	21	15	12
Multiple/No Response	4.52%	5.88%	3.67%	20	23	15
Total Enrollment				442	391	409

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	39
Kindergarten	54	57	54
Grade 1	59	63	73
Grade 2	66	56	62
Grade3	56	70	56
Grade 4	59	57	67
Grade 5	62	62	58
Grade 6	63		
Grade 7		1	
Grade 8		1	
Total Enrollment	442	391	409

Conclusions based on this data:

1. Our community population has always been heavy with students that identify as Hispanic/Latino. Located in Spring Valley, where the demographics heavily lean Hispanic, this coincides with our school's population.

2. Throughout the three years that are displayed, student population and enrollment numbers show a slight decline, year after year.
3. Upper grade classes remain consistently with a high enrollment numbers.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	170	135	131	39.9%	38.5%	32.0%
Fluent English Proficient (FEP)	24	13	25	3.3%	5.4%	6.1%
Reclassified Fluent English Proficient (RFEP)	11	12		3%	9%	

Conclusions based on this data:

1. Our school community has always remained high with English Learner enrollment, consistently in the high 30's, but showed a slight decline during the 24-25 school year.
2. Our English learners are not being reclassified at a high rate; the reclassification rate has consistently remained in the 4%-5% range.
3. Many of these students are entering school with very limited English proficiency (being identified as newcomers), which is taking them a few years to master the English language, leading to a low progress rate of students reclassifying.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	56	71	56	54	68	56	54	68	93.3	96.4	95.8
Grade 4	57	61	59	56	58	58	56	58	58	98.2	95.1	98.3
Grade 5	65	56	57	63	54	56	63	54	56	96.9	96.4	98.2
Grade 6	52	64	*	51	59	*	51	59	*	98.1	92.2	
Grade 7	*	*	*	*	*	0	*	*	0			
Grade 8	6	*	4	5	*	*	5	*	*	83.3		
All	243	241	194	233	228	187	233	228	187	95.9	94.6	96.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2383.	2355.	2335.	12.50	1.85	4.41	17.86	14.81	10.29	28.57	25.93	20.59	41.07	57.41	64.71
Grade 4	2395.	2413.	2419.	3.57	13.79	10.34	16.07	22.41	18.97	23.21	10.34	24.14	57.14	53.45	46.55
Grade 5	2395.	2407.	2439.	1.59	3.70	8.93	14.29	18.52	17.86	17.46	11.11	17.86	66.67	66.67	55.36
Grade 6	2444.	2393.	*	3.92	0.00	*	21.57	11.86	*	25.49	10.17	*	49.02	77.97	*
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	5.15	4.82	7.49	16.74	16.67	14.97	23.61	14.47	20.32	54.51	64.04	57.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	5.56	7.35	60.71	57.41	42.65	32.14	37.04	50.00
Grade 4	10.71	15.52	12.07	50.00	53.45	53.45	39.29	31.03	34.48
Grade 5	3.17	7.41	10.71	46.03	50.00	53.57	50.79	42.59	35.71
Grade 6	13.73	1.69	*	47.06	27.12	*	39.22	71.19	*
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	8.15	7.46	9.63	51.07	46.49	48.66	40.77	46.05	41.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	0.00	5.88	51.79	45.28	33.82	41.07	54.72	60.29
Grade 4	1.79	8.62	5.17	50.00	48.28	55.17	48.21	43.10	39.66
Grade 5	3.17	1.85	5.36	30.16	31.48	53.57	66.67	66.67	41.07
Grade 6	1.96	0.00	*	39.22	15.25	*	58.82	84.75	*
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	3.43	2.64	5.35	41.63	34.80	45.99	54.94	62.56	48.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.71	1.85	4.41	66.07	79.63	61.76	23.21	18.52	33.82
Grade 4	7.14	5.17	10.34	75.00	75.86	72.41	17.86	18.97	17.24
Grade 5	4.76	9.26	7.14	61.90	46.30	67.86	33.33	44.44	25.00
Grade 6	13.73	8.47	*	64.71	50.85	*	21.57	40.68	*
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	8.58	6.14	6.95	67.38	62.72	66.31	24.03	31.14	26.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	7.14	5.56	1.47	67.86	62.96	47.06	25.00	31.48	51.47
Grade 4	1.79	5.17	6.90	69.64	58.62	67.24	28.57	36.21	25.86
Grade 5	1.59	11.11	10.71	52.38	46.30	48.21	46.03	42.59	41.07
Grade 6	7.84	1.69	*	52.94	44.07	*	39.22	54.24	*
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	4.29	5.70	5.88	60.52	52.63	52.94	35.19	41.67	41.18

Conclusions based on this data:

1. In the last two years, we've had over 20% of our students who have met or exceeded standards on CAASPP in ELA. Students continue to perform at similar levels within the last two years.
2. A significant percentage of our population, close to 60%, demonstrate an understanding of literary and non-fiction texts. This is an increase from the previous year, which is a good indication of the work we're doing with reading comprehension as a site and school district.
3. In the area of writing, the percentage of students who are performing below the standard in producing clear and purposeful writing, has decreased to it's lowest level in three years (48.6%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	56	71	58	54	70	58	54	70	96.7	96.4	98.6
Grade 4	57	61	58	57	61	58	57	61	58	100.0	100	100
Grade 5	65	56	57	64	55	56	64	55	56	98.5	98.2	98.2
Grade 6	52	64	*	52	59	*	52	59	*	100.0	92.2	
Grade 7	*	*	*	*	*	0	*	*	0			
Grade 8	6	*	4	5	*	*	5	*	*	83.3		
All	243	242	193	238	233	189	238	233	189	97.9	96.3	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2382.	2362.	2341.	6.90	5.56	0.00	15.52	5.56	11.43	36.21	31.48	18.57	41.38	57.41	70.00
Grade 4	2398.	2420.	2422.	1.75	4.92	5.17	12.28	21.31	20.69	31.58	27.87	25.86	54.39	45.90	48.28
Grade 5	2376.	2397.	2425.	0.00	3.64	1.79	4.69	7.27	10.71	12.50	9.09	28.57	82.81	80.00	58.93
Grade 6	2427.	2365.	*	3.85	0.00	*	5.77	1.69	*	19.23	11.86	*	71.15	86.44	*
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11															
All Grades	N/A	N/A	N/A	2.94	3.43	2.12	9.24	9.01	13.76	23.95	19.74	23.28	63.87	67.81	60.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.62	7.41	0.00	44.83	40.74	37.14	46.55	51.85	62.86
Grade 4	5.26	9.84	8.62	38.60	40.98	41.38	56.14	49.18	50.00
Grade 5	1.56	1.82	3.57	17.19	23.64	42.86	81.25	74.55	53.57
Grade 6	3.85	0.00	*	23.08	13.56	*	73.08	86.44	*
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	4.62	4.72	3.70	29.83	29.61	39.15	65.55	65.67	57.14

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.17	5.56	1.43	50.00	38.89	28.57	44.83	55.56	70.00
Grade 4	1.75	9.84	3.45	40.35	36.07	41.38	57.89	54.10	55.17
Grade 5	0.00	3.64	1.79	31.25	36.36	50.00	68.75	60.00	48.21
Grade 6	0.00	0.00	*	36.54	20.34	*	63.46	79.66	*
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	1.68	4.72	2.12	39.08	32.62	38.10	59.24	62.66	59.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.17	1.85	4.29	68.97	64.81	51.43	25.86	33.33	44.29
Grade 4	5.26	4.92	13.79	50.88	62.30	48.28	43.86	32.79	37.93
Grade 5	1.56	1.82	0.00	35.94	36.36	42.86	62.50	61.82	57.14
Grade 6	3.85	0.00	*	50.00	40.68	*	46.15	59.32	*
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	3.78	2.15	5.82	50.00	50.64	47.09	46.22	47.21	47.09

Conclusions based on this data:

1. The percentage of students overall that continue to struggle in math remains consistently high, with 60.8% of our students not meeting the standard but declined from the previous three-year high of 67.8%.
2. Though our math data shows areas of struggle for our students, impressively, more than 50% of our students are at, near, or above standard in communicating reasoning. Our students demonstrate the ability to support their mathematical conclusions. There was an increase in % above standards from 2.1% to 5.8%.
3. The percentage of students that scored above, at or near standard in problem solving and modeling/data analysis showed a great jump to almost 40%.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1429.0	1406.3	1406.3	1440.3	1414.7	1410.6	1402.0	1386.4	1396.3	22	33	25
1	1451.1	1431.7	1443.7	1464.3	1449.0	1468.7	1437.5	1413.8	1418.3	15	26	26
2	1458.0	1438.8	1444.0	1470.8	1449.7	1465.8	1444.8	1427.5	1421.7	20	18	20
3	1486.8	1467.1	1461.8	1491.3	1464.4	1458.7	1481.9	1469.2	1464.5	25	18	21
4	1501.9	1490.9	1500.1	1514.5	1495.2	1506.0	1488.8	1486.0	1493.6	32	24	18
5	1501.0	1503.9	1508.7	1501.6	1510.7	1518.5	1499.9	1496.7	1498.3	30	29	21
6	1513.9	1483.0		1511.8	1483.6		1515.7	1482.0		18	28	
All										163	177	131

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.64	9.09	8.00	40.91	33.33	44.00	27.27	39.39	28.00	18.18	18.18	20.00	22	33	25
1	0.00	11.54	3.85	46.67	19.23	34.62	40.00	34.62	46.15	13.33	34.62	15.38	15	26	26
2	5.00	0.00	15.00	45.00	27.78	15.00	25.00	33.33	25.00	25.00	38.89	45.00	20	18	20
3	8.00	0.00	4.76	40.00	38.89	23.81	44.00	33.33	33.33	8.00	27.78	38.10	25	18	21
4	12.50	13.64	22.22	40.63	40.91	33.33	28.13	22.73	16.67	18.75	22.73	27.78	32	22	18
5	13.33	17.24	19.05	20.00	27.59	38.10	40.00	31.03	14.29	26.67	24.14	28.57	30	29	21
6	16.67	3.57		27.78	25.00		22.22	35.71		33.33	35.71		18	28	
All	11.04	8.62	11.45	36.20	29.89	32.06	32.52	33.33	28.24	20.25	28.16	28.24	163	174	131

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	22.73	12.12	12.00	31.82	36.36	48.00	27.27	27.27	16.00	18.18	24.24	24.00	22	33	25
1	26.67	19.23	26.92	40.00	30.77	50.00	26.67	30.77	19.23	6.67	19.23	3.85	15	26	26
2	30.00	0.00	40.00	30.00	50.00	20.00	25.00	33.33	30.00	15.00	16.67	10.00	20	18	20
3	32.00	22.22	14.29	48.00	38.89	42.86	12.00	11.11	19.05	8.00	27.78	23.81	25	18	21
4	50.00	31.82	44.44	31.25	40.91	22.22	9.38	9.09	16.67	9.38	18.18	16.67	32	22	18
5	30.00	31.03	47.62	40.00	41.38	19.05	10.00	10.34	9.52	20.00	17.24	23.81	30	29	21
6	38.89	17.86		22.22	35.71		27.78	21.43		11.11	25.00		18	28	
All	34.36	19.54	29.77	34.97	38.51	35.11	17.79	20.69	18.32	12.88	21.26	16.79	163	174	131

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		9.09	8.00		24.24	40.00		45.45	40.00		21.21	12.00		33	25
1		7.69	7.69		19.23	11.54		15.38	34.62		57.69	46.15		26	26
2		0.00	0.00		27.78	30.00		22.22	10.00		50.00	60.00		18	20
3		0.00	0.00		16.67	14.29		38.89	42.86		44.44	42.86		18	21
4		4.55	5.56		9.09	16.67		40.91	38.89		45.45	38.89		22	18
5		3.45	4.76		13.79	9.52		34.48	47.62		48.28	38.10		29	21
6	11.11	0.00		11.11	7.14		33.33	28.57		44.44	64.29		18	28	
All	6.13	4.02	4.58	17.79	16.67	20.61	39.88	32.76	35.88	36.20	46.55	38.93	163	174	131

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.73	18.18	16.00	59.09	48.48	60.00	18.18	33.33	24.00	22	33	25
1	46.67	30.77	34.62	46.67	53.85	61.54	6.67	15.38	3.85	15	26	26
2	30.00	16.67	30.00	60.00	72.22	50.00	10.00	11.11	20.00	20	18	20
3	24.00	5.56	9.52	68.00	66.67	61.90	8.00	27.78	28.57	25	18	21
4	31.25	40.91	44.44	53.13	36.36	33.33	15.63	22.73	22.22	32	22	18
5	20.00	13.79	9.52	56.67	65.52	71.43	23.33	20.69	19.05	30	29	21
6	27.78	7.14		50.00	60.71		22.22	32.14		18	28	
All	27.61	18.97	23.66	57.06	56.90	57.25	15.34	24.14	19.08	163	174	131

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	18.18	12.12	12.00	68.18	69.70	64.00	13.64	18.18	24.00	22	33	25
1	6.67	19.23	7.69	93.33	61.54	84.62	0.00	19.23	7.69	15	26	26
2	35.00	0.00	45.00	45.00	77.78	45.00	20.00	22.22	10.00	20	18	20
3	32.00	33.33	42.86	60.00	38.89	33.33	8.00	27.78	23.81	25	18	21
4	56.25	50.00	44.44	34.38	31.82	38.89	9.38	18.18	16.67	32	22	18
5	46.67	58.62	61.90	36.67	31.03	14.29	16.67	10.34	23.81	30	29	21
6	44.44	32.14		44.44	46.43		11.11	21.43		18	28	
All	37.42	29.89	33.59	50.92	51.15	48.85	11.66	18.97	17.56	163	174	131

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	9.09	0.00	77.27	57.58	76.00	13.64	33.33	24.00	22	33	25
1	13.33	19.23	7.69	33.33	19.23	15.38	53.33	61.54	76.92	15	26	26
2	5.00	0.00	0.00	65.00	50.00	40.00	30.00	50.00	60.00	20	18	20
3	4.00	0.00	0.00	56.00	44.44	38.10	40.00	55.56	61.90	25	18	21
4	3.13	4.55	5.56	46.88	50.00	44.44	50.00	45.45	50.00	32	22	18
5	10.00	3.45	4.76	43.33	41.38	61.90	46.67	55.17	33.33	30	29	21
6	11.11	3.57		27.78	7.14		61.11	89.29		18	28	
All	7.98	6.32	3.05	50.31	37.93	45.80	41.72	55.75	51.15	163	174	131

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.64	21.21	44.00	54.55	42.42	44.00	31.82	36.36	12.00	22	33	25
1	6.67	3.85	11.54	80.00	53.85	65.38	13.33	42.31	23.08	15	26	26
2	0.00	5.56	5.00	70.00	50.00	45.00	30.00	44.44	50.00	20	18	20
3	12.00	5.56	0.00	60.00	66.67	66.67	28.00	27.78	33.33	25	18	21
4	9.38	9.09	5.56	53.13	63.64	61.11	37.50	27.27	33.33	32	22	18
5	10.34	13.79	0.00	55.17	44.83	57.14	34.48	41.38	42.86	29	29	21
6	27.78	10.71		50.00	53.57		22.22	35.71		18	28	
All	11.11	10.92	12.21	59.26	52.30	56.49	29.63	36.78	31.30	162	174	131

Conclusions based on this data:

1. Our community has a high number of English learners and we continue to administer the ELPAC to a large number of students. The data shows that these students are evenly disbursed throughout our grade levels, with a high emphasis in our primary grades of Kinder and 1st, as well as our upper grades in 4th, 5th, and 6th.
2. The majority of our students are scoring in the Level 2 and Level 3 range, with over 60% of our students scoring in this range in Overall Language.
3. A greater percentage of students scored overall level 4 than in any of the previous three years (11.4%).

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
391	93.4%	34.5%	0.3%
Total Number of Students enrolled in Bancroft Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	34.5%
Foster Youth	1	0.3%
Homeless	53	13.6%
Socioeconomically Disadvantaged	365	93.4%
Students with Disabilities	69	17.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	7.9%
American Indian	0	0.0%
Asian	7	1.8%
Filipino	8	2%
Hispanic	301	77%
Two or More Races	23	5.9%
Pacific Islander	3	0.8%
White	15	3.8%

Conclusions based on this data:

1. Besides the Socioeconomically disadvantaged student group, English learners continue to make up the highest percentage of our population, with 34.5%. Though the number has decreased from the previous years percentage of 38%, this population needs continued, targeted support in all areas.
2. Over 90% of our student population identifies as socioeconomically disadvantaged. These students, and their families, need additional supports and resources to address inequities.
3. Our largest enrolled population is still made up of students that identify as Hispanic. The work of making connections between home and school needs to continue, as well as parent notifications from staff/teachers.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

1. Our suspension rate was able to decrease thanks in part to our collective effort of other means of suspension. Our PBIS team continues working on interventions and supports, working with staff to identify other means of suspension.
2. Chronic absenteeism has declined from the previous year, but messaging needs to continue to our families on the importance of school attendance.

3. English learner progress is now yellow, signifying that our English learners are now making slight progress. Staff will continue identifying students that need additional strategies, including targeted English Language Development blocks.

School and Student Performance Data

Academic Performance English Language Arts

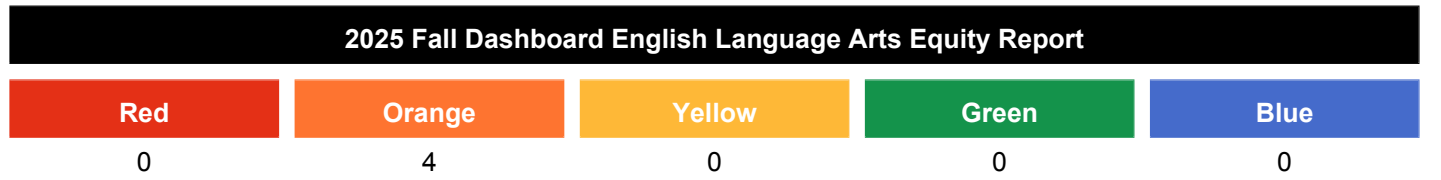
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 69.8 points below standard Increased 22.3 points 160 Students	 Orange 94.1 points below standard Increased 23.1 points 55 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 114.9 points below standard Increased 31.3 points 18 Students	Socioeconomically Disadvantaged  Orange 78.2 points below standard Increased 21.5 points 148 Students
Students with Disabilities  Orange 110.6 points below standard Increased 31.8 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 74.8 points below standard Increased 30.4 points 130 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. The student group identified as Socioeconomically Disadvantaged increased significantly, by 21.5 points, though still remains 78.2 points below standard.
2. Our English learner population saw an increase of 23.1 points, which shows that progress is being made. Staff continues addressing the shortfalls by highlighting the benefits of designated ELD instruction in small groups.
3. Overall, our students increased by 22.3 points, and are now showing a consistent increase in ELA performance.

School and Student Performance Data

Academic Performance Mathematics

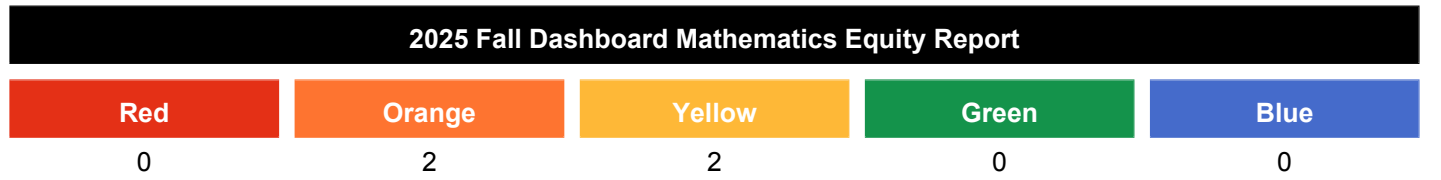
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
85 points below standard	114.8 points below standard	
Increased 27.7 points	Increased 19.4 points	
161 Students	56 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 132.3 points below standard Increased 17.1 points 18 Students	Socioeconomically Disadvantaged  Yellow 90 points below standard Increased 29.1 points 149 Students
Students with Disabilities  Orange 114.8 points below standard Increased 44.3 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 90.7 points below standard Increased 31.4 points 131 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Our students with disabilities showed an amazing increase of 44.3 points and are now in the orange category. This group continues to show progress in math, in recent years, thanks to the collaboration between our SAI and Gen. Ed. team.
2. Our students identified as Hispanic showed an increase of 31.4 points and scored 90.7 points below the standard but increased that performance significantly.
3. Overall, our students performed 85 points below the standard and increased by almost 30 points. We continue to work towards addressing these needs with targeted strategies and interventions.

School and Student Performance Data

Academic Performance Science

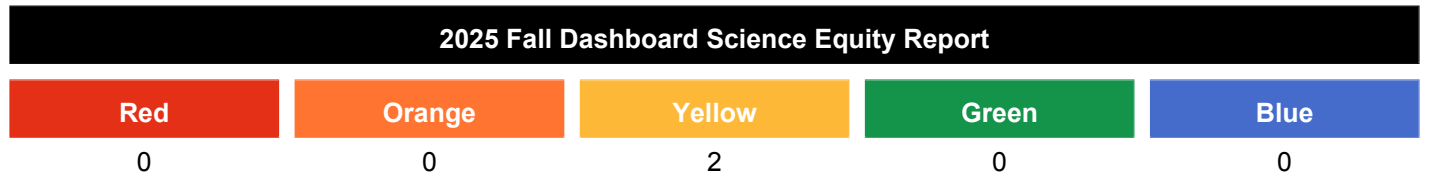
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
41 science points	33.3 science points	0 Students
Increased 2.8 points	Increased 2.5 points	
51 Students	23 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 40 science points Increased 3.7 points 45 Students
Students with Disabilities  No Performance Color 36.4 science points Increased 7.6 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 40.7 science points Increased 7.1 points 42 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Overall, students increased by almost 3 points and are in the yellow.
2. Socioeconomically disadvantaged student group increased by almost 4 points and also maintained yellow status.
3. The Hispanic student group increased by 7 points and are also in yellow.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow 40.6 making progress. Number Students: 96 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.8%	40.6%	0%	40.6%

Conclusions based on this data:

1. A high percentage of our students maintained ELPI level, almost 40%. Progress is minimal, highlighting the need for targeted interventions and supports in ELD.
2. Almost half of our students progressed at least one level, highlighting the ability of our students to make progress, with targeted interventions and supports.
3. Overall, our English learner population is now in the Yellow, with 40.6% making progress. We continue to monitor our EL's and address the gaps with targeted intervention and supports.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

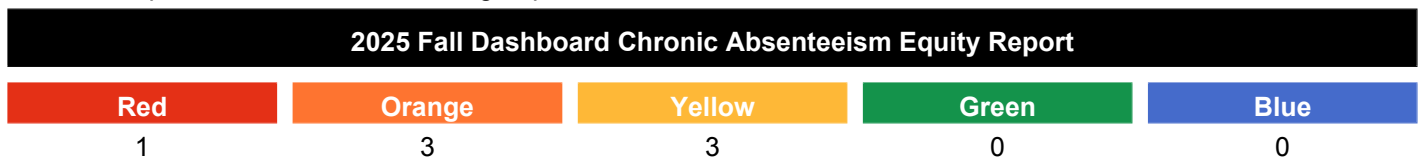
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 39.9% Chronically Absent Declined 4.4 454 Students	English Learners Yellow 38% Chronically Absent Declined 3 150 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless Orange 57.6% Chronically Absent Declined 7.6 66 Students	Socioeconomically Disadvantaged Yellow 41.5% Chronically Absent Declined 3.6 422 Students

Students with Disabilities  Orange 35.4% Chronically Absent Declined 10.7 96 Students	African American  Orange 34.3% Chronically Absent Declined 5.1 35 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 42.1% Chronically Absent Declined 6 347 Students
Two or More Races  Red 29% Chronically Absent Increased 2.4 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 40.9% Chronically Absent Increased 23.5 22 Students

Conclusions based on this data:

1. Overall, our chronic absenteeism rate has declined by almost 5%. Our attendance team continues to work towards improving attendance rates. Incentives continue to be used, along with home visits and phone calls.
2. Our English learner population, which makes up a large majority of our student population, has declined by 3% and are now in the yellow indicator level. Our home-school connection is improving and that connection has helped improve student attendance.
3. Students identifying as Homeless Youth increased by 7.6%. Our Community Services Facilitator continues reaching out to our families to help address any needs that keep students from coming to school.

School and Student Performance Data

Conditions & Climate Suspension Rate

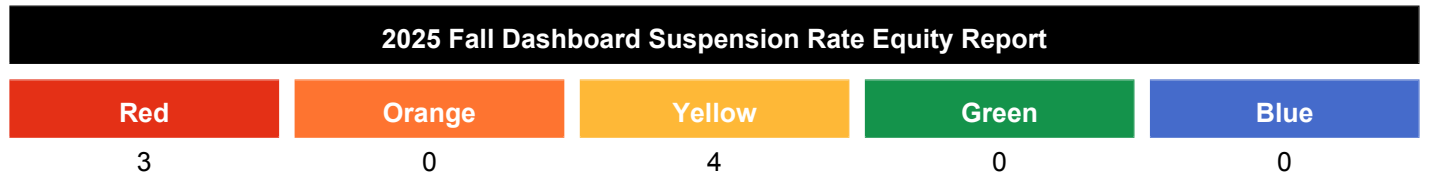
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4.5% suspended at least one day Declined 1.6% 471 Students	English Learners  Yellow 3.2% suspended at least one day Declined 1.2% 156 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  Yellow 4.2% suspended at least one day Declined 8.3% 72 Students	Socioeconomically Disadvantaged  Yellow 4.6% suspended at least one day Declined 2% 437 Students

Students with Disabilities  Red 12.2% suspended at least one day Increased 2.2% 98 Students	African American  Red 11.4% suspended at least one day Increased 0.3% 35 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 3.1% suspended at least one day Declined 2.7% 357 Students
Two or More Races  Red 9.1% suspended at least one day Increased 3.4% 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 12.5% suspended at least one day Increased 3.8% 24 Students

Conclusions based on this data:

1. Overall, suspension rates declined by 1.6%, to 4.5%, an almost 2% decline from the previous year. Other means of suspension continue to be discussed by PBIS team and implemented on campus.
2. Our English learner population suspension rate declined by 1.2%, English learners make up a large percentage of our population which makes 3.2% representative of a lot of our students.
3. Another large representation of our students is our Hispanic population, which has a suspension rate of 3.1% and decreased by 2.7%. Other means of suspension need to continue to be utilized for all our students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By June 2027, all students will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Identified Need

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

Students in all grades K-5 will increase achievement in ELA on state and district tests. Our ELEI TOSA will work with teachers to incorporate literacy strategies in small group intervention. The ELEI TOSA will also work with SAI teachers to ensure strategies are connected between the General Ed and SAI classroom.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 3-5 - 22% English Learners, Grades 3-5 - 9% Socioeconomically Disadvantaged Students, Grades 3-5 - 20% Students with Disabilities, Grades 3-5- 11%	CAASPP 2025-2026: All students, grades 3-5 27% English Learners, of testing age - 14% Socioeconomically Disadvantaged Students, of testing age - 24% Students with Disabilities, of testing age - 15%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2- 12% English Learners - 1% Socioeconomically Disadvantaged Students - 10% Students with Disabilities - 4%	2026-2027 i-Ready Diagnostic 2: All students - 17% English Learners - 6% Socioeconomically Disadvantaged Students - 15% Students with Disabilities - 9%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 TOSA 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.	All students	Teacher on Special Assignment
1.2	We will supplement our writing instruction by utilizing the Step Up to Writing Program for all students upper grades. The program curriculum will be used in conjunction with district Wonder's writing curriculum. Teachers will receive professional development to ensure proper implementation of curriculum and best practices for all students.	All students, especially our English Language Learners	4,000.00 Title I 4000-4999: Books And Supplies Step Up to Writing 1,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Step Up to Writing Professional Development
1.3	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. * Teachers will participate in professional development to increase language Development knowledge and increase ELD instruction expertise. * Teachers will participate in data release days to analyze student data and plan next steps	English Learners	12764.31 Title I 1000-1999: Certificated Personnel Salaries Release time for data analysis and planning with Literacy Coach. 2,000.00 Title I 4000-4999: Books And Supplies Supplemental ELD materials

	* Teachers will be given additional resources to support designated ELD instruction in the classroom.		
1.4	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)	Students with Disabilities	15,000 Title I 1000-1999: Certificated Personnel Salaries Release time for data analysis and planning with TOSA
1.5	Focusing on our NCUST recommendations, and aligning to our district focus, our teachers need professional reading to increase focused instruction, learning intentions, and clarity. Our ILT will work through professional learning material.	All students	700.00 Title I 4000-4999: Books And Supplies Professional Learning Material
1.6	Focusing on our site and district vision to create independent, fluent readers by third grade, our primary grade will focus on reading foundations through UFLI implementation. Tools and materials needed for implementation of small group instruction and daily learning centers for all students.	All students, especially those in primary grades	5,000.00 Title I 4000-4999: Books And Supplies UFLI materials for implementation
1.7	With our district focus in mind, we will leverage the digital reading platform Raz Kids to provide differentiated reading instruction, foster independent reading habits, and build comprehension skills for all our students.	All students	3,000.00 Title I 4000-4999: Books And Supplies Raz Kids
1.8	As we continue efforts of making readers of all students by 3rd grade, our students with disabilities and kindergarten students need additional support with the foundations of reading. The online platform, "Starfall" will be incorporated by all kindergarten teachers, as well as those whose students could use additional learning supports in small group instruction.	All students, including students with disabilities.	300.00 Title I 4000-4999: Books And Supplies Starfall
1.9	To support improved literacy outcomes, the school will enhance its library collection by increasing access to high-quality, culturally relevant, and grade-level appropriate books that reflect the diverse backgrounds, interests, and reading levels of students. The data indicated a need for increased student engagement in reading and improved comprehension, particularly with independent and informational texts.	All students	2,000.00 Title I 4000-4999: Books And Supplies Informational Texts for Library

1.10	In an effort to help students with targeted interventions and supports, we will incorporate tutoring for students before and after school according to iReady and Literably data.	All students, especially Students identified as Social economically Disadvantaged	6,500.00 Community Schools Grant 1000-1999: Certificated Personnel Salaries After school tutoring
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2027, all students will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Identified Need

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

Students in all grades K-5 will demonstrate an increase in academic proficiency in Math on state and district assessments. Teachers will receive release days to analyze and plan for math instruction, in collaboration with General Ed teachers.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-6: All students - 16% English Learners, Grades 3-6 - 7% Socioeconomically Disadvantaged Students, Grades 3-6 - 14% Students with Disabilities, Grades 3-6 - 2%	2025-2026 SBAC Math, Grades 3-6: All students - 20% English Learners, of testing age - 10% Socioeconomically Disadvantaged Students of testing age- 18% Students with Disabilities of testing age - 5%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students- 8% English Learners - 2% Socioeconomically Disadvantaged Students - 7% Students with Disabilities - 3%	2026-2027 i-Ready Diagnostic 2: All Students - 15% English Learners - 7% Socioeconomically Disadvantaged Students - 15% Students with Disabilities - 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	While our instructional focus will be on literacy and language development, we will seek to improve our Tier 1 math instruction. We will increase the various ways and opportunities for students to show their mathematical thinking. By also having students show their mathematical thinking using Real Life Situations, Pictures, Written Symbols, Verbal Symbols, and Manipulatives, students will strengthen their flexibility with mathematical concepts and their conceptual understanding. This will give students with disabilities and our English Learners multiple entry points into the math concepts. Additionally, our supports in English Language Development will positively impact our math achievement for our English Learner subgroup. Because our Systematic ELD instruction will be "push-in" students will more easily transfer the language concepts that they are learning into their math performance. Language Development visual supports and scaffolds will be displayed in their classroom rather than in a "pull-out" environment.	All students especially English Learners and Students with Disabilities	
2.3	Teachers will incorporate the use of Next Gen Math, in an effort to increase student achievement for all students. The online program will allow for greater student mastery of grade level standards.	All students especially Students with Disabilities and English Language Learners	9,000.00 Title I 4000-4999: Books And Supplies Next Gen Math Curriculum
2.5	Teachers will incorporate the use of Blooket to help increase student engagement and mastery of core subjects through gamified learning. Teachers will incorporate Blooket activities for review and practice in Math on a weekly basis.	All students especially students with disabilities and English language learners	400.00 Title I 4000-4999: Books And Supplies Blooket

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

By June 2027, the school will decrease chronic absenteeism school-wide by 5%, and for the student group of of multiple races 2 or more, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.

Identified Need

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

Student attendance is vital to the work we're doing as a school community. Our Counselor and Community Schools Facilitator lead our attendance meetings where we analyze student attendance rates and follow up with communication to parents. Our team works on implementing strong interventions to help our Homeless Youth, students in transition, and those identified as 2 or more races. We've monitored chronic attendance data, including that of our homeless youth population and those identified as multiple races 2 or more, and have followed up with home visits and monthly incentives for students with improved attendance. Our families need resources to assist them in getting students to school. As we work on creating, and maintaining, a safe, welcoming, and inclusive environment, we will address the social emotional learning of all our students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 39.9%. Two or more races rate is 29% and increased by 2.4 points.	In 2025-2026, we will reduce the rate of chronic absenteeism by 5%, to 34.9%. Two or more races rate will decrease by 5% to 24%.
Rate of Chronic Absenteeism for Homeless Youth	In 2024-25, the rate of chronic absenteeism for Homeless Youth was 57.6%.	In 2025-2026, we will reduce the rate of chronic absenteeism by 5% to 52.6%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	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. * We will review and monitor Homeless Youth attendance data on a bi-weekly basis. To improve student engagement and reduce chronic absenteeism, the school will provide access to a dedicated on-campus mental health provider to support students' social-emotional and behavioral needs, with a targeted focus on students experiencing the greatest barriers to consistent attendance. The data indicated a need for increased support systems to address underlying factors contributing to absenteeism, particularly among our homeless youth population and students identified as Two or More Races. Our Community Schools Facilitator will collaborate with the attendance team to continue providing incentives for all students to attend, on a monthly basis.	All students	33,000 Title I 1000-1999: Certificated Personnel Salaries Mental Health Provider 4,000.00 Title I 4000-4999: Books And Supplies Monthly attendance incentives 3,000 Title I 0000: Unrestricted Supplies and materials for universal tier 1 interventions
3.2	We will use the Social and Emotional Learning Curriculum Second Step in each classroom throughout the year to support our students' Social and Emotional needs and abilities to problem-solve challenging situations. This will positively impact our students' connectedness with the school and as a result improve attendance.	All Students	Second Step (funded by district)
3.3	As students work independently on social emotional and other curriculum, students will use the headphones to provide independent learning accessibility.	All students	2,000.00 Title I 4000-4999: Books And Supplies Headphones
3.4	Behavior Intervention Technician: A Behavior Intervention technician will support the implementation of PBIS, reinforcing positive behavior and maintaining a productive classroom environment. The technician will assist with deescalating behaviors in real-time, ensuring that classrooms remain conducive to learning.	All students, with a focus on English Learners (ELs).	70,000.00 Title I 2000-2999: Classified Personnel Salaries BIT
3.5	Using Community Schools parent survey data, we will incorporate tutoring during school hours to assist students with additional supports in math and reading. The General Education Paraprofessional, in collaboration with the General Ed Teacher, will develop structures to support students with Tier II interventions.	All students, especially our Homeless Youth and English Language Learners	5,000.00 Community Schools Grant 2000-2999: Classified Personnel Salaries General Education paraprofessional for tutoring and Playworks supervision

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate & Culture

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.

Identified Need

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

Creating and maintaining a safe, welcoming, and inclusive environment is vital for the success of our students and community. The community groups run by our counselor serve to reinforce our Bancroft pillars of being safe, respectful, responsible, and kinds. Our Playworks Junior Coaches continue to learn and share strategies that promote inclusivity for all our students, including our African American students and English learners. Our PBIS work, facilitated by our Assistant Principal, promotes self-management and growth mindset in positive reinforcements. With the implementation of Playworks and Junior Coaches, we have been able to monitor students behavior at recess and lunch.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Spring Panorama Survey (3rd-5th grades only)	The percentage of 3-5th grade students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 41% Grit 52% Growth Mindset 52% School Climate 55% School Safety 48% Self-Efficacy 46% Self-Management 61% Sense of Belonging 58% Social Awareness 60% Supportive Relationships 85%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 36% Grit 49% Growth Mindset 48% School Climate 49% School Safety 43% Self-Efficacy 42% Self-Management 55% Sense of Belonging 51% Social Awareness 55% Supportive Relationships 85%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows:	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain:

	Support for Academic Learning - 90% Sense of Community - 91% Sense of Safety - 87%	Support for Academic Learning - 95% Sense of Community - 96% Sense of Safety - 92%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 4.5%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to 2% to 2.5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Bancroft will continue to strengthen and refine their Positive behavioral interventions and supports (PBIS) as an approach to promote school safety and good behavior, teach kids about behavior expectations and strategies and focus on prevention, not punishment. This will be strengthened through professional development provided by our site PBIS Team. Specifically, working with SAI educators to improve Tier I strategies to assist behaviors with all students, including Students with Disabilities.	All students	Mental Health Provider (District funded)
4.2	Provide parent education classes to increase parent engagement and involvement in their child's education, improve parenting skills and strategies, and provide supports for families.	All students	Youth and Family Services (Grant funded) Parent/Community Liaison (District funded)
4.3	Our Play Works Junior Leaders will lead and guide structured playground activities for students. They will supervise the use of equipment, proper playground behavior, and problem-solve playground conflicts. They will promote inclusivity at recess and lunch.	All students	500.00 Title I 4000-4999: Books And Supplies Materials for Playworks Coaches
4.4	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.	All Students	3,000.00 Title I 4000-4999: Books And Supplies Materials for Bobcat Bungalow
4.5	Our Mental Health Provider will have a targeted caseload of students in need of weekly support groups or check-ins. This will be done in order to support the social and emotional growth of our struggling students. The team will work with Students with Disabilities to incorporate social strategies for peer relationships.	All Students, especially students identified as African American.	Mental Health Provider (District funded)
4.6	We will use the Social and Emotional Learning Curriculum Second Step in each classroom throughout the year to support our students' Social	All Students	

	and Emotional needs and abilities to problem-solve challenging situations.		Second Step Curriculum (District funded)
4.7	Flexible seating options to promote collaborative conversations. Allow student autonomy in choice seating. Students with disabilities will receive opportunities utilize seating supports in various areas of the classroom and use these accommodations while working in both the General Education and Special Education settings.	All students who would benefit from flexible seating.	100.00 Title I 4000-4999: Books And Supplies Flexible seating for classrooms.
4.8	Creating a welcoming parent environment is vital to the work of increasing student attendance and parent engagement. Allowing for community celebrations on campus will help create the environment, which a yearly cultural festival will help accomplish. Our festival will be representative of our community and welcome community members to the school	All our families and students, especially those identified as African American	3,500.00 Community Schools Grant 4000-4999: Books And Supplies Community Cultural Festival
4.9	Parents are encouraged to attend parent meetings throughout the school year. A purchase Order for Gladly bakery to order refreshments and pastries for parents meetings help us encourage parent participation.	All our families	1,000.00 Title I 4000-4999: Books And Supplies Purchase Order for Gladly Bakery 2,246.25 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries childcare
4.10	To increase student engagement, enrichment opportunities, and real-world learning experiences, the school will provide educational field trips for all students. To address these needs, we will implement grade-level aligned field trips that support and enhance instruction in English Language Arts, mathematics, science, and social studies. These experiences will be intentionally planned to connect classroom learning to real-world contexts, increase student motivation, and build background knowledge that supports academic achievement. Particular attention will be given to ensuring equitable access for all students, including homeless youth and students identified as Two or More Races, so that financial or logistical barriers do not limit participation.	All students, with a focus on MELs, students identified as two or more races, and students with disabilities.	3,500.00 Title I 4000-4999: Books And Supplies Field Trips for students

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,510.56
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$175,264.31
Title I Part A: Parent Involvement	\$2,246.25

Subtotal of additional federal funds included for this school: \$177,510.56

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 (\$)
Community Schools Grant	\$15,000.00

Subtotal of state or local funds included for this school: \$15,000.00

Total of federal, state, and/or local funds for this school: \$192,510.56

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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	175,264.31	0.00
Title I Part A: Parent Involvement	2246.25	0.00
Community Schools Grant	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	15,000.00
Title I	175,264.31
Title I Part A: Parent Involvement	2,246.25

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	67,264.31

2000-2999: Classified Personnel Salaries	77,246.25
4000-4999: Books And Supplies	44,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Community Schools Grant	6,500.00
2000-2999: Classified Personnel Salaries	Community Schools Grant	5,000.00
4000-4999: Books And Supplies	Community Schools Grant	3,500.00
0000: Unrestricted	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	60,764.31
2000-2999: Classified Personnel Salaries	Title I	70,000.00
4000-4999: Books And Supplies	Title I	40,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,246.25

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,264.31
Goal 2	9,400.00
Goal 3	117,000.00
Goal 4	13,846.25

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 22, 2025.

Attested:



Principal, Nathan Saucedo on 05/28/26