School Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: Bancroft Elementary School

CDS 07 61754 6003966

Contact Person: Cindy Dunn

Position: Principal

E-mail Address: dunnc@mdusd.org

Phone Number: (925) 933-3405

SPSA Year: **2021-2022**

X **The school certifies completion of this plan.**

School Site Council Approval: 11/10/2021

Approved by MDUSD Board of Education:

Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

<table>
<tr>
<td>Annual Evaluation Goal 1:</td>
<td colspan="2">Highly qualified teachers will develop proficient readers and writers in English and Spanish (Two Way Dual Immersion program) who are using academic language, grammar, punctuation, vocabulary, ideas and critical thinking, to develop informative/explanatory, narrative and opinion writing pieces that illustrate their knowledge, research, questions, collaborative work, and the life skills.

Students will use Thinking Maps, Being a Writer, Wonders and Maravilla Language Arts curriculum, supplemental materials, and teacher created units that integrate the content areas with reading and writing.

Access to district teacher coaches (TOSAs) will be utilized, especially in the area of Close Reading and Narrative, Informative/explanatory and Opinion Writing.

Response to Intervention will be provided to students through tiered level of interventions and data points to monitor growth and progress.

Teachers will integrate technology tools in the curriculum to enhance student learning experiences and to allow students to demonstrate knowledge.

S.T.E.A.M. instruction and experiences will be continued using the NGSS standards and with an emphasis on the design cycle process. Life and Earth science standards will be emphasized in the Garden Education Program.

Parent engagement with student learning will continue through parent learning workshops and/or Family Nights specific to content areas including Science, Math, Writing (in person or virtual).

Strategies will support all students, including English Language Learners, Foster Youth, Low Income and Special Education students.</td>
<td>
Related State and/or Local Priorities:
X   Basic
X   Implementation of State Standards
X   Parental Involvement
X   Pupil Achievement
X   Pupil Engagement
X   School Climate
X   Other Pupil Outcomes
Local (Specify): Bilingualism / Biliteracy
Related LCAP Goals:
X   MDUSD LCAP Goal 1
X   MDUSD LCAP Goal 2
X   MDUSD LCAP Goal 3
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<tr>
<td>Goal Applies to:</td>
<td>Grade/Department/Other:</td>
<td colspan="2">K-5, Two Way Dual Immersion,</td>
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<td></td>
<td>Applicable Pupil Subgroups:</td>
<td colspan="2">All</td>
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<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="2">Overall grades K-2 the Writing, ELA and Math benchmarks will be analyzed for progress starting from Fall 2020

Overall grades 3-5 the ELA CAASPP distance from a level 3 will increase from mean scaled score points 2500 to 2510.

The ELL grades 3-5 ELA CAASPP distance from a level 3 will increase from mean scaled score points 2390 to 2393.

The SED grades 3-5 ELA CAASPP distance from a level 3 will increase from a mean scaled score points 2264 to 2267.</td>
<td>Actual Annual Measurable Outcomes:
Due to COVID-19, teaching and learning was conducted through distance learning from March 2020 through March, 2021. Hybrid learning took place March 22, 2021-June 2, 2021. There was no state testing for the 2019-2020 school year. In the Spring of 2021, students in grades 3rd-5th grade took the state CAASPP testing and it is not comparable to the state tests taken during the 2018-2019 school year.

20-21 CAASPP distance from a level 3:
/
Overall grades 3-5 ELA decreased from 2500 to 2488.</td>
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The SpEd grades 3-5 ELA CAASPP distance from a level 3 will increase from a mean scaled score points 2398 to 2401. Female students in grades 3-5 ELA CAASPP meeting or exceeding achievement levels in ELA will increase form 71% to 74% Male students in grades 3-5 ELA CAASPP meeting or exceeding achievement levels in ELA will increase from 61% to 66%. Hispanic or Latino students in grades 3-5 ELA CAASPP meeting or exceeding achievement levels in ELA will increase from 51% to 55%	Overall ELL grades 3-5 ELA decreased from 2474 to 2361 Overall SED grades 3-5 ELA increased from 2264 to 2430 Overall SpEd grades 3-5 ELA maintained from 2398 to 2398 Overall female students in grades 3-5 ELA -Not looking at data in the fashion any longer Overall male students in grades 3-5 ELA -Not looking at data in the fashion any longer Overall Hispanic or Latino students in grades 3-5 ELA -Not looking at data in the fashion any longer
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Bancroft staff and students will work to maintain and/or increase student engagement and achievement through consistent schoolwide strategies including Thinking maps, Wonders and Maravilla curriculum, district wide pacing guides and the scope and sequence of the common core standards. The library will continue to grow, adding to its' collection of Spanish language books and fiction/non fiction books. Students will continue to access to web-based programs such as RazKids and NewsELA to increase engagement and learning, both in the classroom and at home. Response to Intervention (RtI) model will be used to monitor and document progress for the needs of students in academics, social-emotional learning, and behavioral areas of needs. Teachers will continue to be provided release time to plan, collaborate, receive training, and/or observe in other classrooms. Professional Learning Communities (PLCs) will be given the opportunity to work together to create common assessments, share resources, review data, create SMART goals, and monitor progress towards goals as related to student achievement. Teachers will be provided with high-quality professional development (PD) through the use of district TOSAs, site PD days, and district wide professional development days. Students and teachers will continue to use the school library and all its' resources to support reading at all levels.

SPSA Year: 2020-21		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
1.1 Release time for planning , programming or instructional rounds, ELA implementation, assessments and data analysis, PLC work, teacher leader support. Response to Intervention (RtI) CARE team, IEP, 504, SST. Professional development in equity for all learners	1.1 Provided release time for: CARE team meetings IEPs 504s SSTs PBIS team meetings	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: Release time was provided via Zoom to hold meetings for CARE team, IEP, 504, and SST meetings. During these meetings students data was reviewed and plans were developed for student success.
1.2 Fiction and nonfiction books, subscriptions or purchases of web based programs and or apps. Purchase of professional reading materials. Purchase of publisher made curriculum or assessments. Library media and materials. Spanish literature for TWDI classes and Library	1.2 Increased school library. Maintained and increased subscriptions for classroom use.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: School library budget was used to purchase reading materials in English and Spanish for students use. Classroom budgets provided by PFC were utilized to purchase additional expository and non-expository text. Web based program were

		provided for teachers to use with their students.
1.3 Materials and supplies for classrooms including white boards, document cameras, projectors, laptops, computers, hand held devices for student use, and all necessary cables, cords and furniture for storage and use. Copy or duplicating needs including MDUSD Print Shop. Materials to support Learning Center/CARE Team RtI for students such as Read Naturally, RazKids, and sensory based tools and materials . Web based licenses to support ELD and SLD fee based Web base licenses Classroom furniture to focus on improved classroom environments. Explore a variety of tables, chairs, lighting, shelving, and technology to support these steps. Consultant and coaching and on going training- utilizing the district TOSA coaches Professional Learning Community (PLC) time S.T.E.A.M Lab classroom will be supported with innovative equipment and spaces to support student collaboration, design challenges, project based tasks including a maker space , robotics, coding, the arts, and video production including a part time additional classroom assistant.	1.3 Classroom were equipped with the necessary materials to engage and instruct students both virtually and in-person. Teachers used the district print shop to print large amount of copy needs. Read Naturally, RazKids, and i-Ready were provided to staff and students as a means of meeting the various needs of student readers. District coaches provided PD via Zoom. Teachers were given time to collaborate in their grade level PLCs. STEAM lab classroom maintained all supplies during virtual learning and was available to teachers to check materials out. Students were able to use web based sites to provide additional support in ELD and SLD.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: RazKids Read Naturally Handwriting without Tears STEAM materials Coaching and consult time provided by STEAM lead teacher.
1.4 Family Nights such as Science, Math, Reading and or Writing (in-person/virtual) Explore Parent Education Events planned through the MDUSD Adult Education presenters or through other approved agency presenters. Determine needs with School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Faculty Club (PFC).	1.4 Family Nights were held via Zoom; Family Reading Night COVID information Night Parent Faculty Club (PFC) Meetings School Site Council (SSC) Meetings MDUSD Education Series	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: Family Nights and Information Nights included: Back to School Night Open House SSC Meetings

		PFC Meetings Family Reading Night Family engagement at Zoom events increased throughout the school year. Families continued to feel connect to the school and their voices were heard through a variety of avenues.
1.5 Imagine Learning Web Site - Spanish RtI. Thinking Map implementation K-5. Dual Immersion Spanish and English 50/50 model of instruction Current District level funding provides the following: ELL coaches books for TWDI funded through ELD department. Bilingual Instructional Assistants for the TWDI to support Spanish Language Acquisition. Additional release time for TWDI teachers for dual language planning and assessment. Provide funding when possible for CABE Conference attendance for returning and/or new to the program teachers to include registration, travel, food and other related expenses. Protected instructional time for daily ELD lessons. Support use of technology including teacher lap tops, classroom or program presentation equipment , personnel, student devices.	1.5 Two Way Dual Immersion Spanish and English 50/50 model of instruction continued. Imagine Learning was provided for grades K-2 TWDI students. Bilingual Instructional Assistant continued to support TWDI classes both in-person and on Zoom. CABE conference was attended virtually by Principal. Technology was provided to every student that had a need, with a personal device and/or a hot spot. ELD time was provided by teachers in a virtual classroom.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: Imagine learning use supported TWDI students that need additional RtI assistance. Hot spot usage reports were utilized to determine family need of the device. Chrome book distribution numbers showed that students need devices in the home and were using them daily.
	1.6	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

					Related State and/or Local Priorities:
Annual Evaluati on Goal 2:	Students will perform proficiently when demonstrating understanding of math skills and concepts. They will use a variety of math strategies and they will apply their knowledge of math skills and concepts when completing performance tasks.				<u>X</u> Basic
					<u>X</u> Implementation of State Standards
	Students will be instructed using Common Core Math standards and practices utilizing Math Talks, problem solving, math vocabulary, writing and a variety of engagement strategies that involve both learning the skills and using their knowledge in project or performance based tasks to deepen understanding and meaning.				<u>X</u> Parental Involvement
					<u>X</u> Pupil Achievement
	Access to district teacher coaches will be utilized.				<u>X</u> Pupil Engagement
					<u>X</u> School Climate
	RtI provided to students through tiered level of interventions and data points to monitor growth and progress.				**Related LCAP Goals:**
					<u>X</u> MDUSD LCAP Goal 1
	Teachers will integrate technology tools into the curriculum mapping to amplify student learning experiences and to demonstrate knowledge.				<u>X</u> MDUSD LCAP Goal 2
					<u>X</u> MDUSD LCAP Goal 3
	S.T.E.A.M. instruction and experiences will be continued with an emphasis on the design cycle process and NGSS standards and the life and earth sciences through the Bancroft School Learning Garden.				
	Parent engagement with student learning will continue through parent learning workshops and/or Family Nights specific to content areas including Science, Math, and Writing.				
	Strategies will support ALL students including English Language Learners, Foster Youth, Low Income and Special Education.				

Goal Applies to:	Grade/Department/Other:	K-5
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Overall grades K-2 the Writing, ELA and Math benchmarks will be analyzed for progress starting from Fall 2020. Overall grades 3-5 the Math CAASPP distance from a level 3 will will increase from mean scaled score points 2505 to 2508. The ELL grades 3-5 Math CAASPP distance from a level 3 will increase from mean scaled score points 2474 to 2477. The SED grades 3-5 Math CAASPP distance from a level 3 will increase from a mean scaled score points 2300 to 2303. The SpEd grades 3-5 Math CAASPP distance from a level 3 will increase from a mean scaled score points 2441 to 2444.	**Actual Annual Measurable Outcomes:**	Due to COVID-19, teaching and learning was conducted through distance learning from March 2020 through March, 2021. Hybrid learning took place March 22, 2021-June 2, 2021. There was no state testing for the 2019-2020 school year. In the Spring of 2021, students in grades 3rd-5th grade took the state CAASPP testing and it is not comparable to the state tests taken during the 2018-2019 school year. 20-21 CAASPP distance from a level 3: Overall grades 3-5 Math decreased from 2505 t0 2491 Overall ELL grades 3-5 Math decreased from 2474 to 2417 Overall SED grades 3-5 Math increased from 2300 to 2458

	Female students in grade 3-5 on Math CAASPP meeting or exceeding achievement levels will increase from 54% to 62%. Male students in grades 3-5 on Math CAASPP meeting or exceeding achievement levels will increase from 69% to 72%. Hispanic students in grades 3-5 on Math CAASPP meeting or exceeding achievement levels will increase from 40% to 45%.		Overall SpEd grades 3-5 Math decreased from 2441 to 2417 Overall female students in grades 3-5 Math -not looking at data in this fashion Overall male students in grades 3-5 Math -not looking at data in this fashion Overall Hispanic or Latino students in grades 3-5 Math -not looking at data in this fashion

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Students will continue to be provided access to the Ready Math Tool Box, a web-based set of resources from Curriculum Associates. Students will have a copy of the Problem Solving and Practice Workbooks as an additional, hands-on resource. Teachers will continue to use the MDUSD adopted curriculum of Engage NY for math. Teachers will use the scope and sequence pacing guide for all key math standards to be taught, practiced, reviewed and mastered during each of the three trimesters. Students will continue to benefit from strong first instruction with varied supports such as front loading of academic vocabulary, reteaching of difficulty concepts, small group instruction and guided practice. Vocabulary and transference of concepts in both Spanish and English is reinforced. All learners, K-5, will benefit from making meaning through visuals, student/teacher co-created anchor charts, and math notebooks. Teachers will continue to use and build on weekly Math Talks and more student centered discussions to increase students' ability to explain their ideas and thinking. Teachers will also create small groups for students based on their data-driven specific needs. Teachers in grades K-2 will use formative and summative assessments, i-Ready diagnostic data, and ESGI (Kinder) results to best determine individual students needs and learning gaps, to prepare students for grade level benchmarks. Teachers in grades 3-5 will use practice lessons, materials found in the digital library from CAASPP, and/or Interim Assessments Blocks (IABs) to prepare students for the rigor of state testing.

SPSA Year: 2020-21		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
2.1 High leverage actions will include:	2.1 Professional Development offered through the district TOSAs prior to the	Effective

Professional Development Conferences Consultant and coaching and on-going training utilizing the district TOSA coaches Technology integration including equipment, websites and applications for iPads, Chromebooks, home study and practice, and classroom practice. Professional Learning Community (PLC) time Tiered support monitoring and progress reporting	beginning of the school year. PLC time provided on Wednesdays Ready Math Toolbox purchased Ready Practice and Problem Solving Workbooks purchased for students in grades 1-5. PD to support using Google Classroom, Seesaw, Zoom, Nearpod and Kahoot were provided for staff.	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases and events took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: Review of data from: *i-Ready diagnostics *Formative Assessments *Summative Assessments *Student observations STEAM and Garden lessons utilized math in real life situations
	2.2	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.5	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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Annual Evaluation Goal 3:	Students will consistently meet expectations, know routines and procedures, and follow directions. They will demonstrate respect and inclusiveness towards others.	**Related State and/or Local Priorities:**	
		X	Basic
	Students will be provided clear expectations and practice routines and procedures that build consistency and set the tone for an inclusive and responsive climate.	X	Implementation of State Standards
		X	Parental Involvement
	There will be an increase of cultural awareness, so that all students are welcomed, recognized and given opportunities to make connections. This could include the introduction of classroom "Heritage Walls" to represent the various languages and cultures within the grade level. Literature will be representative of these languages and culture.	X	Pupil Achievement
		X	Pupil Engagement
		X	School Climate
	Daily use of the Life Skills with monthly school wide recognition will be scheduled.		**Related LCAP Goals:**
		X	MDUSD LCAP Goal 1
	School Wide PBIS (Positive Behavior Interventions System) strategies around Restorative Justice and Classroom Circles continues to be implemented and supported. An effort to use consistent language and strategies learned from Soul Shoppe, Bucket Filling and Social Thinking skills will continue.	X	MDUSD LCAP Goal 2
		X	MDUSD LCAP Goal 3
	Attention to sustaining high attendance rates for students through an annual attendance and improvement plan will be implemented. This includes parent meetings and support when attendance issues arise causing lost instructional time for students including looking at transfer students who may need closer schools with later start times in order to comply with arrival and instructional learning time.		
	Reminders to families seeking an Independent Study Contracts that "The school does not recommend that students miss school" .		
	A school wide protected time from 8:00-8:45 each day is to provided for daily English Language Development (ELD) instruction and language development will continue with in-person instruction. During distance learning, ELD instruction and language development will continue, taking place during an agreed upon time for each grade level.		

Goal Applies to:	Grade/Department/Other:	K-5
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Student suspension rate will maintain or stay under 2%. Chronic absenteeism will maintain or stay under 4.5% ELL Reclassification will increase from 20% to 25% The percent of parents on the CHKS 2020 that agree with "Bullying and Harassment is not a large problem" will increase from 75% to 80%.	**Actual Annual Measurable Outcomes:**	Due to COVID-19, teaching and learning was conducted through distance learning from March 2020 through March, 2021. Hybrid learning took place March 22, 2021-June 2, 2021. There was no state testing for the 2019-2020 school year. In the Spring of 2021, students in grades 3rd-5th grade took the state CAASPP testing and it is not comparable to the state tests taken during the 2018-2019 school year. Student suspension rate decreased to 0%. Chronic Absenteeism decreased to .67%

	ELL reclassification decreased from 10% to 7%. CHKS was not administered during 2020-2021 school year.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	The PBIS team for Tier I and Tier II will continue to monitor school climate and strategies throughout the campus. Special attention will be made to the Social-Emotional learning needs of students returning to school after an extended amount of time spent at home on distance learning. Ongoing monitoring of changes made in response to changes on the campus (recess schedule, recreational activities, transition times, unifying grade level activities) will occur. Teachers will continue to hold class meetings to increase trust and build relationships. Teachers can address behaviors and issues through the use of the "five step process" which is outlined in the school handbook and reviewed at parent meetings, conferences and newsletters. Continue funding the additional seven hours per week for noon supervisor to support all recesses. Character assemblies will be held to recognize students meeting schoolwide expectations. ELL reclassification rate was low due to incomplete ELPAC testing of all students during distance learning. ELPAC will be completed in-person for the 2021-2022 school year.

SPSA Year: 2020-21

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	**Evaluation**
3.1 Continuation of PBIS -training, materials, incentives, release time for coaching to improve and refine restorative justice practices, improve attendance, and student connection to adults and peers and building Response to Intervention capacity. Funding the development of school wide strategies for building the life skills and reduce bully behaviors. Support of Social Thinking curriculum and practices. Recreational enhancements and PE or recess equipment Peace Makers -materials National Elementary Honor Society membership and participation. Training from Occupational Therapist or other service providers to use programs to promote social thinking and sensory awareness.	3.1 Bancroft Best School-wide recognition continued both virtually and during hybrid in-person learning. Recreational equipment was ordered and ready for students when they arrived for hybrid in-person learning. National Elementary Honor Society membership was postponed due to pandemic. Annual kindergarten information night was held virtually, with good attendance by families. TWDI kindergarten information night was held, with good attendance by interested	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases and events took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: No suspensions during the 20-21 school year; maintained 0%. Continued implementation and training of PBIS strategies was ongoing through the 20-21 school year.

Support for Info Days and Kindergarten Registration	families. Kindergarten registration was done with packets being picked up by parents and then appointments made for in-person registration.	
3.2 Extra campus supervision during student recreational times. Alternate student choices include a game room and school garden. Watch D.O.G.S. program to support campus safety and security. Improve outdoor recreational areas for students. Professional development and time to create PE lessons that includes health and wellness components through mindfulness, yoga, and breathing to build core strength and self control/regulation.	3.2 Extra campus supervision was utilized during distance learning to support teachers with classroom needs. During hybrid, campus supervisors supported students during classroom breaks. Watch D.O.G.S. was not implemented due to distance learning. Outdoor areas were monitored for safety and work orders were submitted for repairs as needed. PD was provided for teachers on mindfulness and yoga during distance learning.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The following purchases and events took place during the 2020-2021 school year in which students, teachers, and/or parents received consistent opportunities around: Extra campus supervision is an effective way to support student behaviors. The school garden remains a great way to have students engage in a positive activity. No suspensions during the 20-21 school year; maintained 0%. Increased supervision and keeping the recreational areas safe proved to be crucial for student engagement and safety.
	3.3	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	3.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	3.16	
		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.17	
		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.18	
		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.19	
		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.20	
		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2021-2022 SPSA	Annual Evaluation Impact on SPSA 2021-2022
Met with campus leadership team, various days.	The campus leadership team discussed all areas of need, including a focus on STEAM, PBIS, and academics.
Met with Parent Faculty Club.	The PFC shared their thoughts on the lessons learned from virtual learning and the desire to increase family involvement across grade levels. PFC recognized the need to continue support for the teachers in the classroom with the use of instructional assistants.
Met with School Site Council.	The SSC indicated a need for adding more support for the teachers in the classroom. They discussed the need to increase academic achievement.
Met with entire staff during staff meetings.	The Bancroft staff shared their thoughts on continued support with the use of PBIS strategies consistently across the campus. They also discussed the need for additional support during recess and lunch time.
Met with PBIS team.	The PBIS team meets regularly and has determined that an increased need in training is important for both teacher and student success.

Section 2: Goals, Actions, Expenditures

Goal 1:	Highly qualified teachers will provide a high quality education in English and Spanish (Two Way Dual Immersion program) in a safe and welcoming environment with equitable high expectations, access to technology, access to professional development in learning acceleration to improve outcomes for students, and instruction in the California State Standards for English Language Arts that prepare them to be college and career ready.	**Related State and/or Local Priorities:**

Related State and/or Local Priorities:

X   Basic

X   Implementation of State Standards

X   Parental Involvement

X   Pupil Achievement

X   Pupil Engagement

X   Course Access

X   Other Pupil Outcomes

Local (Specify): Bilingualism / Biliteracy

Related LCAP Goals:

X   MDUSD LCAP Goal 1

Identified Need:	English and Spanish (TWDI) math, reading, writing in all content areas, development of academic language, close reading strategies and on going training with priority standards, learning scales and rubrics.

Focused support for Close Reading and Writing (narrative, informative/explanatory, and opinion).
Increase STEAM Lab consistency and programming through an instructional assistant 15 hours per week.
Continue family engagement nights.
Provide teachers with the opportunity to attend training within the district as available.

Use i-Ready diagnostic baseline data in grades 1-5 and ESGI data for Kindergarten, at least three times per school year.
Continue to utilize formative assessment for reading, writing, critical thinking.

Utilize the pyramid of tiered supports for students in academics, social emotional, and behavioral development.

Use an equity lens to improve student engagement, effort, success - remove barriers, increase access and support all efforts of the children in all programs at and across each grade level.

Cultural Awareness and Equity will be addressed, so that all students feel welcome, are recognized and given opportunities to make connections.
Literature will be representative of these languages and cultures.

Use a equity SMART goals for monitoring and adjusting ELA instruction and learning for our students of color, and by gender.

Goal Applies to:	Grade/Department/Other:	K-5, Two Way Dual Immersion,
	Applicable Pupil Subgroups:	All

SPSA Year: 2021-22

Expected Annual Measurable Outcomes:	To address the learning needs caused by COVID-19 Pandemic school closures, teachers will be trained in Learning Acceleration strategies intended to increase student achievement. They will participate in professional development that will improve learning outcomes for students. We will also utilize the data analysis process to better understand the gaps in learning, so that we can plan using the grade level standards that address those gaps noted, along with the scope and sequence. Increase 20-21 CAASPP distance from a level 3: Grades 3-5 Overall - ELA increase from +21 by 10 mean scaled score points ELL - ELA increase from -109 by 20 mean scaled score points SED - ELA increase from +18 by 10 mean scaled score points SpEd - ELA increase from -82 by 20 mean scaled score points 21-22 increase from 7 to 15 the number of students redesignated as English proficient.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Classroom instruction supplies and materials: Centralize supplies and materials (admin). Explore other diagnostic and formative assessments for decoding and reading comprehension and Dual Immersion Spanish and English 50/50 model of instruction Current District level funding provides the following: ELL coaches Books for TWDI funded through ELD department. Bilingual Instructional Assistants for the TWDI to support Spanish Language Acquisition. Imagine Learning Web Site - Spanish RtI. Additional release time for TWDI teachers for dual language planning and assessment. Protected instructional time for daily ELD lessons.	X All Students X African American X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Classroom supplies Office supplies Office supplies	Site Discretionary LCFF Supplemental Site Discretionary	10000.00 516.00 3000.00

Support use of technology including teacher lap tops, classroom or program presentation equipment, personnel, and student devices. Full implementation of the Next Generation Science Standards (NGSS) including school wide Engineering lessons and School Garden Classroom				
1.2 Release time for planning, programming or instructional rounds, ELA implementation, assessments and data analysis, PLC work, teacher leader support. Response to Intervention (RtI) CARE team, IEP, 504, SST. Professional development in equity for all learners	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Substitute teachers for planning Subs for assessment and data analysis Subs for professional development	Site Discretionary Site Discretionary LCFF Supplemental	1000.00 1000.00 1000.00
1.3 Fiction and nonfiction books, subscriptions or purchases of web based programs and or apps. Purchase of SEL books and foreign language books, Purchase of professional reading materials. Purchase of publisher made curriculum or assessments. Library media and materials. Spanish literature for TWDI classes and Library	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Library funding - materials and supplies Library funding - books other than textbooks	Site Discretionary Site Discretionary	500.00 2200.00
1.4 Classroom materials and supplies: White boards, document cameras, projectors, laptops, computers, hand held devices for student use, and all necessary cables, cords and furniture for storage and use: Copy or duplicating needs including MDUSD Print Shop.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient	Furniture and equipment Materials and supplies - copy paper Postage Technology Printshop	LCFF Supplemental LCFF Supplemental Site Discretionary Site Discretionary Site Discretionary	5000.00 1000.00 400.00 2000.00 750.00

Materials to support Learning Center/CARE Team RtI for students such as Read Naturally, RazKids, and sensory based tools and materials . Web based licenses to support ELD and SLD fee based Web base licenses Classroom furniture to focus on improved classroom environments. Explore a variety of tables, chairs, lighting, shelving, and technology to support these steps.	X Other Subgroups: (Specify) Special Education			
1.5 Dual Immersion Spanish and English 50/50 model of instruction Current District level funding provides the following: ELL coaches Books for TWDI funded through ELD department. Bilingual Instructional Assistants for the TWDI to support Spanish Language Acquisition. Imagine Learning Web Site - Spanish RtI. Additional release time for TWDI teachers for dual language planning and assessment. Protected instructional time for daily ELD lessons. Support use of technology including teacher lap tops, classroom or program presentation equipment , personnel, and student devices.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Subs for TWDI planning and assessment	LCFF Supplemental	2500.00
1.6 S.T.E.A.M Lab classroom will be supported with innovative equipment and spaces to support student collaboration, design challenges, project based tasks including a maker space , robotics, coding, the arts, and video production including a part time additional classroom assistant. STEAM Lab/Garden- continue to build capacity for student collaboration and creativity.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient	NGSS site based coach - extra pay	LCFF Supplemental	3000.00

	X Other Subgroups: (Specify) Special Education	
1.7 School wide protected time each day from 8:20 - 8:50 to be provided for daily English Language Development (ELD) instruction and language development.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	
1.9 "		
1.11		

Goal 2:	Highly qualified teachers will provide a high quality education in English and Spanish (Two Way Dual Immersion program) in a safe and welcoming environment with equitable high expectations, access to technology, access to professional development in learning acceleration to improve outcomes for students, and instruction in the California State Standards for Mathematics that prepare them to be college and career ready.	**Related State and/or Local Priorities:**

Related State and/or Local Priorities:

X   Basic

X   Implementation of State Standards

X   Pupil Achievement

X   Pupil Engagement

Local (Specify): Bilingualism / Biliteracy

Related LCAP Goals:

X   MDUSD LCAP Goal 2

Identified Need:

Purchase and implement additional math resources for CCSS math instruction and practice.

Utilize training and coaching in the area of math instructional and implementation.

Identify essential math standards for curriculum mapping and school wide alignment.

Monitor student growth in various domains in grades K-5.

School wide use of math instructional strategies, vocabulary and alignment of instruction and assessment with state standards.

Identify Tier 3 supports via the Collaborative CARE team process. Provide Tier 3 support for 6-8 weeks including both school and home practice . Parents will be informed and provided progress reporting.

Explore creative math groupings to include attention to gender and ethnicity achievement , engagement strategies and learning style preferences.

Provide small group instruction and support based on diagnostic data and other formative and summative assessments.

Goal Applies to:

Grade/Department/Other: K-5

Applicable Pupil Subgroups: All

SPSA Year: 2021-22

Expected Annual Measurable Outcomes:	To address the learning needs caused by COVID-19 Pandemic school closures, teachers will be trained in Learning Acceleration strategies intended to increase student achievement. They will participate in professional development that will improve learning outcomes for students. We will also utilize the data analysis process to better understand the gaps in learning, so that we can plan using the grade level standards that address those gaps noted, along with the scope and sequence. Increase 20-21 CAASPP distance from a level 3: Grades 3-5 Overall - Math increase from +11 by 15 mean scaled score points. ELL - Math increase from -58 by 30 mean scaled score points SED - Math increase from +7 by 15 mean scaled score points SpEd - Math increase from -65 by 30 mean scaled score points 2021-2022 increase from 7 to 15 the number of students redesignated as English proficient.

Actions/Services	**Pupils to be Served**	**Proposed Expenditures**	**Funding Source**	**Amount**
2.1 Teachers will use pacing guides and instructional materials to identify where Common Core standards are addressed to mastery at each grade level.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Books and supplies	LCFF Supplemental	2000.00
2.2 Teachers will use pacing guides and instructional materials, including the use of technology, to identify where Common Core standards are addressed to mastery at each grade level.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth	Technology Integration - equipment, apps, websites	Site Discretionary	1834.00

	X Redesignated Fluent English Proficient			
	X Other Subgroups: (Specify) Special Education			
2.3 Objectives for student learning will be prominently posted in the classroom to increase student engagement with their own learning.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education			
2.4 All staff will use the district adopted math series during their grade level math time.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	District adopted curriculum and materials Researched based mathematics intervention that targets individual math needs of the students.	LCFF Supplemental	500.00
2.5 Teachers will identify all student's ability levels and utilize research-based mathematics intervention that targets individual math needs of the students.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Books and supplies Subs - planning and assessment	LCFF Supplemental Site Discretionary	1350.00 1500.00
2.6 Professional Development will be provided to all staff to support areas of classroom engagement,	X All Students	District TOSAs		0

classroom management, differentiated instruction, recess intervention, and ways to reach all students.	X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Professional Consulting Services	LCFF Supplemental	2000.00
2.7 Teachers will meet in grade levels to set SMART goals in Math for each trimester.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Substitutes - PLC planning time	LCFF Supplemental	1500.00

Goal 3:	Parents, family and community will be informed, engaged, and empowered as partners with Bancroft Elementary to support the whole child in student learning, both social-emotional and academic. Student academic goals #1 and #2 will be supported by addressing the school's physical environment, parent involvement, attendance, discipline, physical and emotional safety, and S.T.E.A.M. education.	**Related State and/or Local Priorities:**
		X Basic
		X Parental Involvement
		X Pupil Engagement
		X School Climate
		Local (Specify): Bilingualism / Biliteracy
		Related LCAP Goals:
		X MDUSD LCAP Goal 3

Identified Need:	Students will continue to learn and develop positive and productive relationships in a caring, safe, and nurturing school environment.
	School Wide PBIS (Positive Behavior Interventions System) strategies around Restorative Justice and Classroom Circles continues to be implemented and supported. An effort to use consistent language and strategies learned from Soul Shoppe, Bucket Filling and Social Thinking skills will continue.
	Provide Social-Emotion Learning (SEL) support across all grade levels.
	Improve and strengthen physical fitness education through cooperative sports and games including building core strength and mindfulness.
	This year students throughout MDUSD will participate in an SEL survey two-three times over the course of the year. At Bancroft Elementary School we will increase the number of students self reporting high and middle levels of competency from 63.4% to 74% . Based on the outcomes of the survey, we will implement a daily SEL time in each classroom across the campus.

Goal Applies to:	Grade/Department/Other:	K-5
	Applicable Pupil Subgroups:	All

		SPSA Year: 2021-22		

Expected Annual Measurable Outcomes:	Student suspension rate will maintain or stay under 2%.
	Chronic absenteeism will maintain or stay under 4.5%
	ELL Reclassification will increase from 7.7% to 15%.
	SEL Survey - the number of students self reporting high and middle levels of competency from 63.4% to 74% .
	The percent of parents on the California Healthy Kids (CHKS) 2021 that agree with "Bullying and Harassment is not a large problem" will increase from 75% to 80%.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 PBIS - training, materials, incentives, release time for coaching to improve and refine restorative justice practices, improve attendance, and student connection to adults and peers and building Response to Intervention capacity. Funding the development of school wide strategies for building the life skills and addressing and reducing bully behaviors (ex . social skills groups and counseling groups) Social Thinking curriculum and practices Choose Love SEL program - materials	X All Students X African American X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	PBIS Student handbook Books and supplies	LCFF Supplemental LCFF Supplemental	500.00 1000.00
3.2 Extra campus supervision during student recreational times, Alternative student choices at recreational times including a quiet space and school garden. Recreational enhancements and PE or recess equipment. Improve outdoor recreational areas for students.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient	Campus supervision Outdoor recreation improvements Professional development - health and wellness	LCFF Supplemental Site Discretionary Site Discretionary	750.00 500.00 1000.00

Professional development and time to create PE lesson that includes health and wellness components through mindfulness, yoga, and breathing to build core strength and self control /regulation.	X Other Subgroups: (Specify) Special Education			
3.3 Campus safety and security	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Watch D.O.G.S. program Communication tools	Site Discretionary LCFF Supplemental	1000.00 1000.00
3.4 Incentives, rewards and recognitions	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	National Elementary Honor Society membership and participation Monthly Award Ceremonies	Site Discretionary Site Discretionary	1000.00 500.00
3.5 Parent Involvement Family Nights such as Science, Math, Reading and or Writing (in-person/virtual) Explore Parent Education Events planned through the MDUSD Adult Education presenters or through other approved agency presenters. Determine needs with School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Faculty Club (PFC).	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Family Nights Communication	Site Discretionary Site Discretionary	500.00 500.00

3.6 School wide protected time each day from 8:05 - 8:20 to be provided for daily Social Emotional Learning (SEL) lessons.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Site Discretionary	29,184	0.00
LCFF Supplemental	23,616	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF Supplemental	23,616.00
Site Discretionary	29,184.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.

2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.

3. Provide professional development and conference information.

4. Provide for parent education and involvement.

5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).

6. Maintain master file of records and correspondence regarding the Consolidated Application.

7. Assist with and maintain purchasing verifications and records.

8. Provide budget assistance for schools.

9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.

10. Complete and submit district applications.

11. Conduct compliance reviews.

12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.

13. Coordinate revision, amendments and correspondence with the California Department of Education.

14. Acquire materials for district-wide use.

15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.

16. Compare and align district curriculum with State standards and benchmarks.

17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.

18. Coordinate District Advisory Committees.

19. District wide assessment and supplemental services for English learner students.

20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.

21. Provide specific reports and files related to district developed performance assessments.

22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.

23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Bancroft Elementary School   **Year: 2020-21**

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council
Elementary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Council
Secondary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Cindy Dunn	X				X					
Kathline Gomes	X						X			
Linda Krikorian	X					X				
Laura Bogni	X					X				
Kristin Korsgaard	X					X				
Mike Burstein	X	X		X						
Priscilla Angeles	X	X		X						
Suzy Olfasson	X	X		X						
Kristina Johnson	X	X		X						
Jarod Epps	X	X		X						
Numbers of members	**10**	**5**		**5**		**3**	**1**			

Section 4: Common Pages

English Learner Advisory Committee

School: Bancroft Elementary School   **Year: 2020-21**

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a.   Principal/ Principal's Administrative designee:

Cindy Dunn

b.   Five parents, elected by parents of English Learners:

1.   TBD

2.   TBD

3.   TBD

4.   TBD

5.   TBD

c.   Two Staff members, elected by staff:

1.   Eric Robertson

2.   Cindy Dunn

Section 4: Common Pages

Schoolsite Councils/Committees
Assurances & Recommendations

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		November 10, 2021
		Council Approval Date
	C Dunn	
Cindy Dunn		November 10, 2021
Typed name of chairperson	Signature	Date

If Applicable **English Learner Advisory Committee reviewed the SPSA on**		
		Council Approval Date
	Eric Robertson	
Eric Robertson		November 10, 2021
Typed name of chairperson	Signature	Date

If Applicable **SCHOOL ADVISORY COMMITTEE:**		
	Committee Name	Council Approval Date
Typed name of chairperson	Signature	Date

If Applicable **SCHOOL ADVISORY COMMITTEE:**		
	Committee Name	Council Approval Date

Typed name of chairperson	Signature	Date

Cindy Dunn		November 10, 2021
Typed name of Principal	Signature	Date

Budget By Expenditures

Bancroft Elementary School

$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
District TOSAs		$0.00	Goal 2	Professional Development will be provided to all staff to support areas of classroom engagement, classroom management, differentiated instruction, recess intervention, and ways to reach all students.

$0.00

$0.00

Funding Source: LCFF Supplemental   **$23,616.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Consulting Services		$2,000.00	Goal 2	Professional Development will be provided to all staff to support areas of classroom engagement, classroom management, differentiated instruction, recess intervention, and ways to reach all students.
Substitutes - PLC planning time		$1,500.00	Goal 2	Teachers will meet in grade levels to set SMART goals in Math for each trimester.

Bancroft Elementary School

PBIS Student handbook	$500.00	Goal 3	PBIS - training, materials, incentives, release time for coaching to improve and refine restorative justice practices, improve attendance, and student connection to adults and peers and building Response to Intervention capacity.
			Funding the development of school wide strategies for building the life skills and addressing and reducing bully behaviors (ex . social skills groups and counseling groups)
			Social Thinking curriculum and practices
			Choose Love SEL program - materials
Books and supplies	$1,000.00	Goal 3	PBIS - training, materials, incentives, release time for coaching to improve and refine restorative justice practices, improve attendance, and student connection to adults and peers and building Response to Intervention capacity.
			Funding the development of school wide strategies for building the life skills and addressing and reducing bully behaviors (ex . social skills groups and counseling groups)
			Social Thinking curriculum and practices
			Choose Love SEL program - materials
Campus supervision	$750.00	Goal 3	Extra campus supervision during student recreational times, Alternative student choices at recreational times including a quiet space and school garden.
			Recreational enhancements and PE or recess equipment.
			Improve outdoor recreational areas for students.
			Professional development and time to create PE lesson that includes health and wellness components through mindfulness, yoga, and breathing to build core strength and self control /regulation.
Communication tools	$1,000.00	Goal 3	Campus safety and security

Bancroft Elementary School

Office supplies	$516.00	Goal 1	Classroom instruction supplies and materials:

Centralize supplies and materials (admin).

Explore other diagnostic and formative assessments for decoding and reading comprehension and Dual Immersion Spanish and English 50/50 model of instruction

Current District level funding provides the following:
ELL coaches
Books for TWDI funded through ELD department.
Bilingual Instructional Assistants for the TWDI to support Spanish Language Acquisition.
Imagine Learning Web Site - Spanish RtI.
Additional release time for TWDI teachers for dual language planning and assessment.
Protected instructional time for daily ELD lessons.
Support use of technology including teacher lap tops, classroom or program presentation equipment, personnel, and student devices.

Full implementation of the Next Generation Science Standards (NGSS) including school wide Engineering lessons and School Garden Classroom

Furniture and equipment	$5,000.00	Goal 1	Classroom materials and supplies:

White boards, document cameras, projectors, laptops, computers, hand held devices for student use, and all necessary cables, cords and furniture for storage and use:

Copy or duplicating needs including MDUSD Print Shop.

Materials to support Learning Center/CARE Team RtI for students such as Read Naturally, RazKids, and sensory based tools and materials . Web based licenses to support ELD and SLD fee based Web base licenses

Classroom furniture to focus on improved classroom environments. Explore a variety of tables, chairs, lighting, shelving, and technology to support these steps.

Bancroft Elementary School

Materials and supplies - copy paper	$1,000.00	Goal 1	Classroom materials and supplies: White boards, document cameras, projectors, laptops, computers, hand held devices for student use, and all necessary cables, cords and furniture for storage and use:
			Copy or duplicating needs including MDUSD Print Shop.
			Materials to support Learning Center/CARE Team RtI for students such as Read Naturally, RazKids, and sensory based tools and materials . Web based licenses to support ELD and SLD fee based Web base licenses
			Classroom furniture to focus on improved classroom environments. Explore a variety of tables, chairs, lighting, shelving, and technology to support these steps.
Subs for TWDI planning and assessment	$2,500.00	Goal 1	Dual Immersion Spanish and English 50/50 model of instruction
			Current District level funding provides the following:
			ELL coaches Books for TWDI funded through ELD department. Bilingual Instructional Assistants for the TWDI to support Spanish Language Acquisition. Imagine Learning Web Site - Spanish RtI. Additional release time for TWDI teachers for dual language planning and assessment. Protected instructional time for daily ELD lessons. Support use of technology including teacher lap tops, classroom or program presentation equipment , personnel, and student devices.
NGSS site based coach - extra pay	$3,000.00	Goal 1	S.T.E.A.M Lab classroom will be supported with innovative equipment and spaces to support student collaboration, design challenges, project based tasks including a maker space , robotics, coding, the arts, and video production including a part time additional classroom assistant.
			STEAM Lab/Garden- continue to build capacity for student collaboration and creativity.

Bancroft Elementary School

Proposed Expenditure	Amount	Goal	Action
Books and supplies	$2,000.00	Goal 2	Teachers will use pacing guides and instructional materials to identify where Common Core standards are addressed to mastery at each grade level.
Subs for professional development	$1,000.00	Goal 1	Release time for planning, programming or instructional rounds, ELA implementation, assessments and data analysis, PLC work, teacher leader support.
			Response to Intervention (RtI) CARE team, IEP, 504, SST.
			Professional development in equity for all learners
Researched based mathematics intervention that targets individual math needs of the students.	$500.00	Goal 2	All staff will use the district adopted math series during their grade level math time.
Books and supplies	$1,350.00	Goal 2	Teachers will identify all student's ability levels and utilize research-based mathematics intervention that targets individual math needs of the students.

LCFF Supplemental Total Expenditures: $23,616.00

LCFF Supplemental Allocation Balance: $0.00

Funding Source: Site Discretionary $29,184.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Subs - planning and assessment		$1,500.00	Goal 2	Teachers will identify all student's ability levels and utilize research-based mathematics intervention that targets individual math needs of the students.

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Library funding - materials and supplies	$500.00	Goal 1	Fiction and nonfiction books, subscriptions or purchases of web based programs and or apps.
			Purchase of SEL books and foreign language books,
			Purchase of professional reading materials.
			Purchase of publisher made curriculum or assessments.
			Library media and materials.
			Spanish literature for TWDI classes and Library
Library funding - books other than textbooks	$2,200.00	Goal 1	Fiction and nonfiction books, subscriptions or purchases of web based programs and or apps.
			Purchase of SEL books and foreign language books,
			Purchase of professional reading materials.
			Purchase of publisher made curriculum or assessments.
			Library media and materials.
			Spanish literature for TWDI classes and Library
Technology Integration - equipment, apps, websites	$1,834.00	Goal 2	Teachers will use pacing guides and instructional materials, including the use of technology, to identify where Common Core standards are addressed to mastery at each grade level.
Postage	$400.00	Goal 1	Classroom materials and supplies: White boards, document cameras, projectors, laptops, computers, hand held devices for student use, and all necessary cables, cords and furniture for storage and use:
			Copy or duplicating needs including MDUSD Print Shop.
			Materials to support Learning Center/CARE Team RtI for students such as Read Naturally, RazKids, and sensory based tools and materials . Web based licenses to support ELD and SLD fee based Web base licenses
			Classroom furniture to focus on improved classroom environments. Explore a variety of tables, chairs, lighting, shelving, and technology to support these steps.

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Technology	$2,000.00	Goal 1	Classroom materials and supplies: White boards, document cameras, projectors, laptops, computers, hand held devices for student use, and all necessary cables, cords and furniture for storage and use: Copy or duplicating needs including MDUSD Print Shop. Materials to support Learning Center/CARE Team RtI for students such as Read Naturally, RazKids, and sensory based tools and materials . Web based licenses to support ELD and SLD fee based Web base licenses Classroom furniture to focus on improved classroom environments. Explore a variety of tables, chairs, lighting, shelving, and technology to support these steps.
Printshop	$750.00	Goal 1	Classroom materials and supplies: White boards, document cameras, projectors, laptops, computers, hand held devices for student use, and all necessary cables, cords and furniture for storage and use: Copy or duplicating needs including MDUSD Print Shop. Materials to support Learning Center/CARE Team RtI for students such as Read Naturally, RazKids, and sensory based tools and materials . Web based licenses to support ELD and SLD fee based Web base licenses Classroom furniture to focus on improved classroom environments. Explore a variety of tables, chairs, lighting, shelving, and technology to support these steps.

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Office supplies	$3,000.00	Goal 1	Classroom instruction supplies and materials:
			Centralize supplies and materials (admin).
			Explore other diagnostic and formative assessments for decoding and reading comprehension and Dual Immersion Spanish and English 50/50 model of instruction
			Current District level funding provides the following: ELL coaches Books for TWDI funded through ELD department. Bilingual Instructional Assistants for the TWDI to support Spanish Language Acquisition. Imagine Learning Web Site - Spanish RtI. Additional release time for TWDI teachers for dual language planning and assessment. Protected instructional time for daily ELD lessons. Support use of technology including teacher lap tops, classroom or program presentation equipment, personnel, and student devices.
			Full implementation of the Next Generation Science Standards (NGSS) including school wide Engineering lessons and School Garden Classroom
Substitute teachers for planning	$1,000.00	Goal 1	Release time for planning, programming or instructional rounds, ELA implementation, assessments and data analysis, PLC work, teacher leader support.
			Response to Intervention (RtI) CARE team, IEP, 504, SST.
			Professional development in equity for all learners
Subs for assessment and data analysis	$1,000.00	Goal 1	Release time for planning, programming or instructional rounds, ELA implementation, assessments and data analysis, PLC work, teacher leader support.
			Response to Intervention (RtI) CARE team, IEP, 504, SST.
			Professional development in equity for all learners
National Elementary Honor Society membership and participation	$1,000.00	Goal 3	Incentives, rewards and recognitions

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Monthly Award Ceremonies	$500.00	Goal 3	Incentives, rewards and recognitions
Family Nights	$500.00	Goal 3	Parent Involvement Family Nights such as Science, Math, Reading and or Writing (in-person/virtual)
			Explore Parent Education Events planned through the MDUSD Adult Education presenters or through other approved agency presenters.
			Determine needs with School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Faculty Club (PFC).
Communication	$500.00	Goal 3	Parent Involvement Family Nights such as Science, Math, Reading and or Writing (in-person/virtual)
			Explore Parent Education Events planned through the MDUSD Adult Education presenters or through other approved agency presenters.
			Determine needs with School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Faculty Club (PFC).

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Classroom supplies	$10,000.00	Goal 1	Classroom instruction supplies and materials:

Centralize supplies and materials (admin).

Explore other diagnostic and formative assessments for decoding and reading comprehension and Dual Immersion Spanish and English 50/50 model of instruction

Current District level funding provides the following:
ELL coaches
Books for TWDI funded through ELD department.
Bilingual Instructional Assistants for the TWDI to support Spanish Language Acquisition.
Imagine Learning Web Site - Spanish RtI.
Additional release time for TWDI teachers for dual language planning and assessment.
Protected instructional time for daily ELD lessons.
Support use of technology including teacher lap tops, classroom or program presentation equipment, personnel, and student devices.

Full implementation of the Next Generation Science Standards (NGSS) including school wide Engineering lessons and School Garden Classroom

Outdoor recreation improvements	$500.00	Goal 3	Extra campus supervision during student recreational times, Alternative student choices at recreational times including a quiet space and school garden.

Recreational enhancements and PE or recess equipment.

Improve outdoor recreational areas for students.

Professional development and time to create PE lesson that includes health and wellness components through mindfulness, yoga, and breathing to build core strength and self control /regulation.

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Professional development - health and wellness	$1,000.00	Goal 3	Extra campus supervision during student recreational times, Alternative student choices at recreational times including a quiet space and school garden. Recreational enhancements and PE or recess equipment. Improve outdoor recreational areas for students. Professional development and time to create PE lesson that includes health and wellness components through mindfulness, yoga, and breathing to build core strength and self control /regulation.
Watch D.O.G.S. program	$1,000.00	Goal 3	Campus safety and security

Site Discretionary Total Expenditures:	$29,184.00
Site Discretionary Allocation Balance:	$0.00
Bancroft Elementary School Total Expenditures:	$52,800.00