



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Bancroft Middle	01-61291-6057111	5/27/2026	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 School Site 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.

Plan Purpose

During the 2026–2027 school year, Bancroft Middle School will continue our efforts to improve the mathematical performance and literacy skills of our English Learner (ELL) and African American students, while further reducing suspension rates for both groups. In the 2025-2026 school year we achieved a significant reduction in the overall suspension rate. We will build upon the success established during previous school years by continuing to provide teachers with professional development and collaborative planning time focused on creating and refining standards-aligned lessons and units. In addition, we will maintain supplementary academic supports for students, including drop-in and intensive tutoring opportunities. Our ongoing commitment to a systemic approach to Positive Behavioral Interventions and Supports (PBIS) and community building will remain a central focus as we work to create a supportive, inclusive, and academically rigorous learning environment for all students.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

Bancroft will continue its three goals aligned to the San Leandro Unified School District's LCAP goals with minor changes. They are:

1. Bancroft Middle School will provide universally designed teaching and learning to develop cross curricular literacy and targeted support to increase mathematic performance. In the 2026- 2027 there will be an increased focus on providing opportunities for structured writing.
2. Bancroft middle school will further decrease suspension and chronic absenteeism while increasing feeling of safety and connection by centering students in decisions making, building upon current positive behavior Intervention and supports systems
3. Bancroft Middle School will continue to build a robust community through openness and increased community participation, volunteering, and partnership.

Education Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents, students and staff fully participate in the development and oversight process. Parents and the community are very supportive of the SPSA review at Bancroft Middle School. Parent participation included feedback and input from various parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), as well as parent/family attendance during monthly Principal Chats to ensure alignment and effective implementation with the Local Control and Accountability Plan. In addition, the implementation of digital communication has played a vital role in connecting the school with families.

Date	Community Partner Group	Engagement Description
2/25/2026	Family Coffee Chat	Meeting attended by parents and guardians covering LCAP goals and how they relate to SPSA. Offered in person and on Zoom. Families gave input on each goal.
2/28/2026	Public Meeting for Guardians	Meeting attended by parents and guardians covering LCAP goals and how they relate to SPSA. Offered in person and on Zoom. Families gave input on each goal.
3/18/2026	Staff Meeting	In person staff meeting covering LCAP goals and how they relate to SPSA. Staff gave input on each goal.
2/26/2026	ELAC	English Learner Advisory Committee
2/26/2026	SSC Meeting	School Site council held in person and on zoom on section covering LCAP goals and how they relate to SPSA. Offered in person and on Zoom. Families gave input on each goal.

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
936	178	60	772	146			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races

109	89	522	92	31	13	0	52
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CA School Dashboard 2025

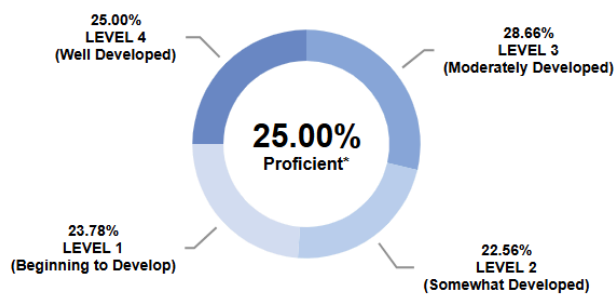
Bancroft Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	English Learner Progress
All Students	-34.9 pts ↑ 15.1 pts 887	-91.8 pts ↑ 14.8 pts 899	46.1 pts -0.5 pts 276	15.7% ↓ 4.6% 980	8.4% ↓ 2.5% 995	
English Learners	-77.3 pts ↑ 17 pts 287	-126.8 pts ↑ 19 pts 298	38.3 pts 1.9 pts 87	13.7% ↓ 8.9% 227	6.5% ↓ 3.5% 230	58.7% ↑ 4.4% 143
Long-term EL	-114.1 pts ↑ 31.3 pts 89	-179.4 pts ↑ 26.3 pts 89	31.9 pts ↑ 2.8 pts 37	16.3% ↓ 17.4% 98	8.2% ↓ 6.8% 98	61.3% ↑ 12% 62
Foster Youth	**	**	**	**	**	
Homeless	**	**	**	44.4% 18	22.2% 18	
Socioeconomically Disadvantaged	-54.1 pts ↑ 12.7 pts 714	-111.9 pts ↑ 11.1 pts 724	43.5 pts -0.4 pts 232	18.3% ↓ 4.8% 797	10% ↓ 2.7% 810	
Students with Disabilities	-117.8 pts ↑ 17 pts 121	-167 pts ↑ 21.6 pts 122	38.8 pts ↑ 4.3 pts 39	19.9% ↓ 8.6% 136	15.6% ↓ 3.7% 141	

Bancroft Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-34.9 pts ↑ 15.1 pts 887	-91.8 pts ↑ 14.8 pts 899	46.1 pts -0.5 pts 276	15.7% ↓ 4.6% 980	8.4% ↓ 2.5% 995
African American	-85.4 pts -2.7 pts 120	-143.3 pts ↓ 5.7 pts 120	32.4 pts ↓ 10.5 pts 33	19.1% ↓ 4% 141	22.8% ↑ 1.3% 145
American Indian or Alaska Native	**	**	**	**	**
Asian	2.8 pts -0.5 pts 85	-28 pts ↓ 4.9 pts 87	55.9 pts -0.4 pts 24	4.4% ↓ 2.5% 90	1.1% ↓ 0.3% 91
Filipino	40.4 pts ↑ 51.9 pts 27	-55.2 pts ↑ 38.4 pts 27	**	3.6% ↓ 10.7% 28	0% ↓ 2.9% 29
Hispanic	-52.2 pts ↑ 13.1 pts 500	-109.4 pts ↑ 17.9 pts 509	43.2 pts -0.2 pts 166	15.9% ↓ 4.9% 552	7.2% ↓ 3.3% 559
Native Hawaiian or Pacific Islander	-16.3 pts 12	-105.2 pts 12	**	23.1% 13	15.4% 13
White	48.5 pts ↑ 31.3 pts 77	-11.6 pts ↑ 12 pts 77	61.6 pts ↑ 6.6 pts 20	11.1% ↓ 10.5% 81	1.2% ↓ 1.4% 82
Two or more races	23.1 pts 0.8 pts 46	-45.3 pts ↑ 6.5 pts 47	55.9 pts -0.7 pts 16	28.8% ↑ 8.8% 73	8.1% ↓ 4.6% 74

CAASPP/ELPAC Results

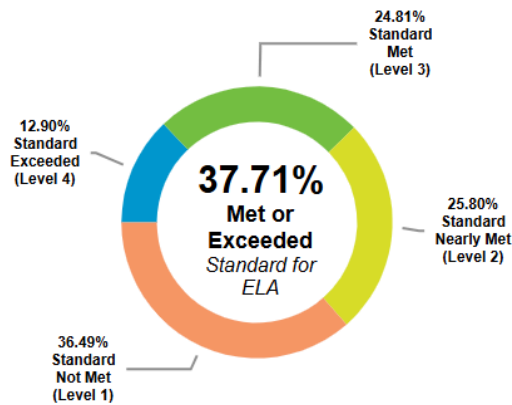
English Language Proficiency for Summative ELPAC

Percent of students within each performance level



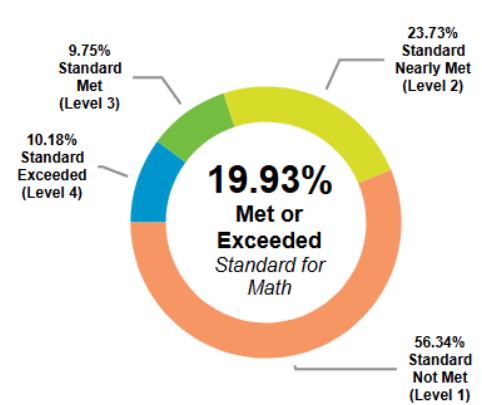
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Additional Data Bancroft CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys		All %
Percentage of parents that agree or strongly agree with statements		
Parent Involvement		
Promotion of parental involvement		32
Parental involvement in schools		51

• School encourages active partner	33
• School actively seeks parent input	28
• Parents feel welcome to participate	33
School Supports for Students	
• School is a supportive and inviting place for students to learn	33
• School is a safe place for my child	27
• School motivates students to learn	29
• School has adults who really care	40
• Opportunities for meaningful participation	34
• Communication with parents about school	47
• Teachers responsive to SEL needs	83
• School provides SEL advice/resources	82
Behavior/Rules	
• School enforces rules equally	32
• School treats all students with respect	38
• School promotes respect of cultural beliefs	46
• Substance use problems (reporting any)	33
• School disorder (reporting any)	41

• Harassment/bullying (Large problem)	21
• Clean/well-maintained facilities	32

Student Surveys <i>Percentage of students that agree or strongly agree with statements</i>	Grade 6 %	Grade 7 %	Grade 8 %
Student Engagement and Supports			
• Students are connected to school	57	55	49
• Students are academically motivated	69	63	61
• School is really boring	37	38	39
• School is worthless	8	12	13
• School has caring adult relationships	59	59	53
• Adults have high expectations of students	72	75	65
• Students have meaningful participation	29	28	26
School Safety and Cyberbullying			
• School perceived as very safe or safe	63	59	52
• Have experienced any harassment of bullying	41	47	32
• Had mean rumors or lies spread about you	41	39	31

• Been afraid of being beaten up	27	30	21
• Been in a physical fight	12	13	11
• Seen a weapon on campus	6	8	12
• Have experienced cyberbullying	23	26	24
Mental Health			
• Social Emotional Distress	25	24	22
• Chronic Sadness/Hopelessness	25	26	30
• Seriously considered suicide	18	11	12

Staff Surveys <i>Percentage of staff that strongly agree or agree with statements</i>		All %
School Supports for Students		
• School has adults who really care about every student		96
• Adults have high expectations of students		96
• Students have meaningful participation		92
• School promotes parental involvement		90
• Positive student learning environment		88

• Facilities Upkeep	100
• School has support for social emotional learning	85
• School provides adequate counseling support services	92
• School provides an Anti-Bullying climate	78
School Supports & Working Environment for Staff	
• Staff working environment is supportive and inviting	92
• Staff promote trust and collegiality	88
School Safety	
• Is a safe place for staff	92
• Is a safe place for students	92
Fairness, Rule Clarity and Respect for Diversity	
• Fairness and rule clarity	89
• Respect for Diversity	87
Academic Motivation and Student Behavior	
• Students are motivated to complete schoolwork	79
• Students have a readiness to learn	69
• Cutting classes or being truant is a moderate/severe problem	32
• Harassment/bullying is a moderate/severe problem	50
• Alcohol/drug use	23

Data Analysis

Overall 37.71% (32.22% in 2024-2025) of students were proficient on the CAASPP. 32.22 Met or Exceeded on the ELA CAASPP and 19.93% (14.81% in 2024-2025) met or exceeded the standard for math on the CAASPP.

English and math scores are below standard in African American, Hispanic, socioeconomically disadvantaged, and students with disabilities sub groups.

The data also shows the same groups have high suspension rates and absenteeism. There was a 1.3% increase in suspensions for African American Students and a 3.3% reduction in suspension for Hispanic students. . The data was identified through CAASPP, district testing, and Aeries. Suspension for students with disabilities decreased 3.7% and English Language Learners also were suspended less (3.5%). The greatest decrease in a demographic group's suspension rate was Long Term English Learners with a decrease of 6.8%.

The inequities within the school that contributes to the listed areas of concern are that targeted interventions are not available or used by all students in need of intervention. Some of the school resources that are being leveraged include programs like after school tutoring, Boys and Girls Club, and homework support groups. In addition, there are also enrichment programs, clubs, Peer Advocacy, and after school theater. For the 25-26 school year, all the above will be implemented in addition to targeted outreach to families regarding participation and new programs have demonstrated increased attendance, and regular classroom walkthrough data gathered by administrators and department heads focus on the implementation of PBIS and tier one pedagogical strategies.

Resource Inequities

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

Bancroft Middle School is not identified for ATSI or TSI.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success
School Goals: Bancroft Middle School will provide universally designed teaching and learning to develop cross curricular literacy and targeted support to increase mathematic performance. ELD: By June 2027 average English Language learner CAASPP Scores will increase 20 points. ELA: By June 2027 Bancroft Middle School 42.71% of Bancroft students will meet or exceed the standard on the ELA CAASPP. Math: By June 2027 Bancroft Middle School 28.93% of Bancroft students will meet or exceed the standard on the Math CAASPP.
Identified Need: At Bancroft Middle School, supporting English Language Learners (ELLs) is essential to ensuring equitable access to high-quality education and fostering overall academic achievement. As our student population continues to grow in diversity, it is critical to implement instructional strategies that address the unique linguistic and academic needs of ELLs. When students are supported with targeted language development, culturally responsive teaching, and inclusive classroom practices, they are more likely to succeed academically and fully engage in the school community. In addition to targeted support, it is also important to strengthen Tier 1 instruction—the core academic instruction all students receive—to ensure it is rigorous, differentiated, and accessible to all learners, including ELLs. High-quality Tier 1 instruction provides the foundation for academic success and reduces the need for intensive interventions by proactively

addressing learning needs in the general education setting.

Strengthening support for ELLs and enhancing Tier 1 instruction at Bancroft Middle School not only benefits individual learners but also contributes to the academic success of all students by promoting inclusive excellence, honoring linguistic diversity, and cultivating collaborative, high-achieving learning environments.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
1.1 ELA	Continue ELA staff with coaches to plan the use of ERWC curriculum, EL supports, and create common writing assessment	English teachers will be trained on and implement the supplemental Expository Reading and Writing Curriculum (ERWC) with breakout days to align curriculum each semester.	Implementation of EWRC curriculum in all ELA classrooms, common writing assessments	\$10,080(Title I)
1.2 ELA/ Math / ELD	Utilize credential teaching staff in after school tutoring	Staff Tutoring center staffed by 3 core teachers and one counselor each Monday and tuesday of the year	Online attendance sheet for students	\$15,336(Title I)
1.3 ELA/ Math	Staff instructional rounds in departments to observe best practices and the implementation PD techniques	Teachers will complete action research cycles and complete peer observation in the classroom	Completion of peer observations and	\$10,250(Title I)
1.4 ELA/ Math/	ILT will plan and implement high quality, peer reviewed professional development	Teacher leaders will meet regularly to plan and implement staff PD	ILT Agendas, whole staff agendas, food receipts	\$5,184(Title I) \$4,500 (disc.)

ELD				
1.5 Math	Partner with the Middle School Math Initiative (MMI) to implement peer reviewed math pedagogy and complete instructional rounds, leadership coaching, build math scopes, and design common assessments	Implement math practices, complete math, design and implement standard aligned scopes and sequences	Use of math practices in lesson, scopes/ sequences made, common assessments implemented.	\$10,000(Title I)
1.6 ELA/ MATH	Provide structured collaboration time for all departments to unpack standards and incorporate academic discourse in lessons.	Departments will focus department time on read, write, talk structures to support students to use academic discourse.	school-wide PD calendar department agenda	See 1.1
1.7 ELA	Ensure students have access to rigorous grade-level ELA curriculum that has been adopted by the SLUSD board.	Teachers will use standards-based board adopted core curriculum to ensure students have access to rigorous instruction.	Walkthrough data	See 1.2
1.8 ELD	ILT will review ELPAC and reclassification data to determine what instructional strategies are necessary to implement universal strategies supporting language development.	Attend PD and implement strategies to support EL language development in the classroom. Teachers will choose focal students who are EL or LTELs.	ILT agenda ELPAC data Reclassification data Classroom walkthrough data	See 1.4

1.9 ELD	Master schedule designed to ensure English language development students have the same English language arts and English language development teacher when possible to better support language and literacy development.	ELD teachers participate in a PLC that supports looking at the integration of EL standards and content standards to better support EL students in ELD classes	PLC agendas	N/A
1.10 ELD	Provide targeted tutoring and support for LTELs after school.	Teachers provide after school tutoring and implement strategies determined by ILT, regularly review STAR data	Tutoring rosters	\$6,000 (LCAP)
1.11 ELA/ Math / ELD	Universally offered drop in tutoring offered after school offered by classroom teachers.	Math teachers and counselors provide tutoring sessions for any student who self identifies and who is referred for math support.	Tutoring rosters	1.2
1.12 Math	Provide access to Teach to one to intervention math classes. One license per student.	Implement supplemental use of Teach to One in math intervention course	Student participation rates using Teach to one	\$3,375(Title I)
1.13 Math	Ensure students have access to rigorous grade level district adopted math curriculum.	Teachers use board adopted grade level math curriculum in math classrooms	Walkthrough data on teachers using grade-level math standards and board adopted curriculum.	NA

		Use Renaissance Learning to guide daily instructional plans and monitor student growth. Use equitable grading practices.		
1.14 ELA/ Math / ELD	Ensure students have access to high quality, grade appropriate instructional materials in all departments	Request the purchase of these materials and make them available to students.	High quality, grade appropriate materials available in each classroom.	49,976 (Discretionary)
1.15 ELA/ Math / ELD	Ensure students have access to high quality, grade appropriate library books	Visit the library with classes and plan lessons with the partnership of the library.	Well stocked library with books that are representative of the languages spoken by Bancroft students.	\$10,000 (LCAP)
1.16 ELD	Department specific Professional development, Dual language immersion coaching and professional development	Identify high leverage PD and attend PD.	Attendance at high quality professional development	See 1.3
1.17 ELA/ Math / ELD	Universal daily planners for students	Daily planner used in every class	Daily planners are used and checked in every section of every day.	\$6,000 (disc.)
1.18 ELA/ Math / ELD	Professional development in instructional leadership for administrators and for the ILT Team	NA	Knowledge gained from PD will be reflected in the Action of the teacher leadership teams	\$7,455 (Title I)

1.19 ELA/ Math / ELD	Offer multiple opportunities for students to experience the arts, theater, sciences, nature, and career based learning through field trips and expanded learning opportunities.	Plan and implement high quality academic and culture building field trips.	Invoices for transportation, student reflective work	\$8,000 (disc.) \$15,000 (LCAP)
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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA - Students with disabilities - English Language Learners - African American Students	- Students with disabilities: 117.8 points below standard - English Language Learners: 77.3 points below standard - African American Students: 85.4 points below standard	- Students with disabilities: Increase average score by 20 points - English Language Learners: Increase average score by 20 points - African American Students: Increase average score by 20 points
SBAC Math	- Students with disabilities: 167 points below standard - English Language Learners: 126.8 points below standard - African American Students: 143.3 points below standard	- Students with disabilities: Increase average score by 20 points - English Language Learners: Increase average score by 20 points - African American Students: Increase average score by 20 points

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal:

Bancroft middle school will decrease the suspension rate of African American students from 22.8% to 15%.

Bancroft Middle school will decrease the chronic absenteeism rate of African American Student from 19.1% to 15%

Identified Need:

At Bancroft Middle School, there is a continued need to strengthen school culture by deepening student connectedness, engagement, and support. Encouragingly, recent data from the California Healthy Kids Survey (CHKS) indicates that students' perceptions of adult expectations have increased, and concerns about violence on campus have decreased. These positive trends suggest progress toward a safer and more supportive school environment.

Despite this improvement, challenges remain. Suspension rates and chronic absenteeism continue to impact student achievement and overall school climate. To build on current progress, Bancroft is focused on further enhancing student-adult relationships, improving daily attendance, and supporting teachers with effective classroom management strategies that promote consistent, respectful, and inclusive learning environments.

By prioritizing a culture of high expectations, emotional safety, robust enrichment opportunities, and positive behavior support, Bancroft Middle School aims to reduce exclusionary discipline practices, improve attendance, and ensure that every student feels safe, connected, and empowered to succeed.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Systemic alternative to first suspension including reflective assignments, after	Build classroom communities that are welcoming and inviting-use classroom management	Reduction of suspension across all subgroups	NA

	school reflection, youth forum, and other community programs	strategies that support building strong relationships with students.		
2.2	Student leaders will be embedded in decision making processes throughout the school including: planning events, interviews and hiring, student discipline forum, School Site Council.	Teach leadership classes (Peer Advocates, Leadership), attend SSC	Student attendance at SSC, staff interviews, culture and climate team meetings, ELAC	\$3,000 (Disc.)
2.4	Regular outreach and case management for students who are chronically absent or at risk of chronic absenteeism including incentives for attendance.	Implementation of individual attendance improvement plans	Reduction of chronic absenteeism.	See 3.8
2.7	Create more opportunities to honor academic achievement including regular honor roll events, the 8th Grade Awards, and the 4X4 Award night.	Track and monitor students who need extra support in their classrooms- contact families and create partnerships-	Holding honor roll and 4X4 assembly with strong attendance from students and guardians	\$1,500 (Disc.)
2.9	Continue the implementation of PBIS and incentives/ recognition of academic excellence and exemplary citizenship	Implementation of PBIS systems in the classrooms	Reduction in suspension, cutting, chronic absenteeism. Improved feelings of safety and connection on CHKS.	\$6,000 (unrestricted)

	including the recruiting of outside industry speakers to meet with students.			
2.10	Promote nutrition and positive body image through afterschool nutrition club	Continuation of afterschool nutrition enrichment	Sign in sheets, fliers	\$2,500 Unrestricted

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	- African American students: 22.8% suspended one or more days - Students with Disabilities: 15.6% suspended at least one day	- African American students: 15% suspended one or more days - Students with Disabilities: 10% suspended at least one day
Chronic Absenteeism	- English Language Learners: 13.7% chronically absent - Students with Disabilities: 19.9% chronically absent - African American Students: 19.1% chronically absent	- English Language Learners: 8% chronically absent - Students with Disabilities: 14.9% chronically absent - African American Students: 14.1% chronically absent

CA Healthy Kids Survey: Perceived School Safety	Self report of Perceived Safety: 59% positive attribution	Self report of Perceived Safety: 64% positive attribution
CA Healthy Kids Survey: School Connectedness	Self report of School Connectedness: 55% positive attribution	Self report of School Connectedness: 60% positive attribution

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

School Goal: Bancroft Middle School will continue to build a robust community through openness and increased community participation, volunteering, and partnership.

Bancroft Middle School will increase parent volunteer participation by 20% over the 2025–2026 school year by establishing consistent communication channels, offering a variety of volunteer opportunities, and launching the United Parents of Bancroft group to actively engage families in school events, classroom support, and community-building efforts.

Identified Need:

At Bancroft Middle School, there is a recognized need to increase parent engagement as a means of strengthening the home-school connection and supporting student success. While some families are actively involved, overall participation in school activities, events, and volunteer opportunities remains limited. Increased parent involvement is linked to improved student attendance, academic achievement, and school climate.

To address this need, Bancroft aims to increase the number of active parent volunteers and create more inclusive and welcoming opportunities for families to engage with the school community. As part of this effort, the school will launch United Parents of Bancroft—a parent-led group that will serve as a collaborative space for families to connect, share ideas, and partner with staff on

school improvement efforts.

By fostering stronger relationships with families and providing structured opportunities for involvement, Bancroft seeks to build a more connected and supportive school culture where parents feel empowered and valued as key partners in their children's education.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Offer multiple community engagement events to build connections between student, staff, and families including, Civilizations of the World of the world, Steam Night, & supporting students in math as a parent seminar	Engage in the planning and implementation of event. Each department will hold or partner to hold an event.	Attendance of families and students at events.	CCSPP funded
3.2	Host regular family groups covering parenting strategies, conflict management, preparing for high school and college, etc and inviting targeted focal groups.	Clear communication to parents about what they are teaching and how parents can support their student in their content area	Robust attendance at public events over the school year, receipts for food	\$3,000 (disc.)
3.3	Parent Facilitators will work with families to ensure that 100% of our families are able to engage with Bancroft teachers and staff	Parent facilitators will contact families and work with them to establish Parentsquare access. Parent Facilitators will help new	Parentsquare data will show that all families are connected.	See 2.1

	through Parent Square and Aeries. We will also increase the number of parent volunteers on our campus and involved with our school, through our Falcon Family Organization.	and returning families complete volunteer packets. Coffee Chats will have focused on topics including Aeries, Parentsquare, and other topics that engage with the needs of our community.		
3.4	Continue to invest in the school coordinator position focused on building partnerships and connecting with focal stakeholders including our African American families, English language learner families.	Work with school coordinator to contact families of students who they are unable to connect with	Increased reported school connection on CHKS	CCSPP funded
3.5	Communicate with families through multiple modes of communication including Parent Square, in person coffee chats, Open House, Back to School Night, and occasional paper notices. Deliver outstanding, consistent translation services to our multilingual community.	Weekly parent squares sent out by admin, calendar events with translation, and advertise events	Calendared events, attendance/sign in rosters at events	\$5,364 Translation
3.6	Offer strong athletics, art, creative enrichment program	Coaching and attendance at afterschool enrichments	Increased school connection on CHKS, Increased reported caring adult on CHKS,	\$5000 (Athletics) \$1,500 (LCAP)

3.7	Continue to build strong community partnership by offering community celebration at 8th grade promotion	Plan and implement a safe, orderly, celebratory 8th grade promotion	Program, fliers	\$20,000 (promotion)
3.8	Maintain clear and consistent communication with the community and accurate and timely records.	Maintain records and supply all clerical items to teaching staff and office staff.	Attendance records, grades, public information output	\$8,000 (disc.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Data	For the 25-26 school year, 99% of Bancroft parents/guardians were connected on Parent Square	For the 26-27 school year, 100% of families will be connected by October of 2026.
D and F Call Rate	Phone calls documented and made during monthly grade level meetings ranging 1-96 phone call per month.	All students receiving D's and F's at a progress report will receive a phone call home which will be documented
Volunteer Rate	145 parent/ guardians volunteered or attended engagement events 2 or more times	Number of Parent volunteers will maintain current level even as classes promote.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

During the 2025-26 school year, our strategic initiatives significantly improved student connectedness, as evidenced by a notable reduction in suspensions and a decrease in chronic absenteeism for our African American students. These outcomes reflect the positive impact of our efforts to build stronger relationships, foster a sense of belonging, and create a supportive school culture.

While we saw modest gains in the academic achievement of English Language Learners, particularly in student growth measures. We did meet our target growth goals in English Language Arts (ELA) but did not meet our target for overall performance on the Math CAASPP assessment. This indicates a need for continued focus on Tier One instruction with a focus on student access to grade-level standards in all classes, instructional strategies, targeted interventions, and professional development to better support student learning outcomes. There is also a need to continue to build upon Tier Two and Tier Three interventions/supports for students, that can be through our previous systems including math lab, and counseling groups. Additional systems for the 26-27 school year will be a reading intervention class/group and advisory period targeted to supporting our new middle school students in 6th grade.

Moving forward, we aim to build on the progress made in school climate and student engagement, while intensifying our efforts to close academic gaps and accelerate growth across all student groups.

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

There were no major differences in spending between last school years SPSA and its implementation. However, by hiring our Admin level Community School Coordination using CCSPF funds we were able to implement community events, build partnerships with outside agencies, and contract for additional tier 3 mental health services at a rate much greater than we anticipate. We believe that the implementation of this funding is at least one reason we saw increases on all 13 key indicators on the California Healthy Kids Survey.

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

We did not see a significant improvement in math skills for students assigned intensive tutoring and do not plan to contract again for this service.

Proposed School Site Budget

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

Budget Summary

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$89,476	\$61,680	\$32,500	\$20,000	\$5,000	\$5,364	n/a	\$214,020

DESCRIPTION**AMOUNT**

Total Funds Provided to the School Through the Consolidated Application

\$214,020

Total Federal Funds Provided to the School from the LEA for CSI

n/a

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$214,020

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$61,680

Subtotal of additional federal funds included for this school: \$ [0]

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 (\$)
Unrestricted	\$89,476
LCAP Initiatives	\$32,500
Secondary Graduation	\$20,000

Secondary Athletics	\$5,000
Translation Budget	\$5,364
Community School	270,000

Subtotal of state or local funds included for this school: \$214,020

Total of federal, state, and/or local funds for this school: \$484,247

Detailed School Site Budget

 Budget Overview Bancroft 26-27

	SPSA Goal	2026-2027									
Cod e	Description	SPS A Goal	Title 1	Site Discretion ary	LCAP	Translation	Promotion	Prop 28	Sports	CCSPP	SLED
	Goal #1: Deep Learning for Real-World Readiness										
4300	Instructional Materials (central)							\$36,135.00			
4300	Instructional Materials (Departments)			\$25,050.00							
4300	Instructional Materials (central)			\$21,926.00							
4200	Library				\$10,000.00						

5800	TTO : Math Subscription (		\$3,375.00								
5800	MMI	1.5	\$10,000.00								
1000 5000	ILT- Breakout days and hourly	1.4	\$5,184.00								
1000 5000	Teacher hourly Pay: Study Center (72 Days, 1 counselor and 3 Teachers)	1.2	\$15,336.00								
5800 1000	Enrichment/Intervention outside vendor & classified (theater)										
5800	IXL Math & ELA										
1000	Teacher hourly: EWRC - Writing										
5200	Teacher Hourly Common assessment planning (math / ELA)	1.1	\$10,080.00								
	Subs: Department Breakout Days	1.3	\$10,250.00								
	Goal #2: Prioritize Student Health & Belonging										
1000	Leadership/ASB Teacher Hourly			\$3,000.00							
	After School Nutrition Club			\$2,500.00							
4300	PBIS Materials & Staffing			\$6,000.00							
4300	SEL & Award celebrations			\$1,500.00							
5800	SEL 7th Grade Activities										
5800	Bancroft Apparel										
5800	Field Trips & Buses			\$8,000.00							

5800	After school athletics				\$1,500.00				\$5,000.00		
5800 / 4300	Music Theater Allocation (middle school)				\$15,000.00						
	Goal #3: Expand College & Career Pathways										
2000 5800	Translation					\$5,364.00					
5800	After School Library and Tutoring options				\$6,000.00						
4300	Office Supplies for communication & parent meetings			\$8,000.00							
5600 4300	Promotion						\$20,000.00				
5800	Food for Parent Meetings			\$3,000.00							
5800	Staff Clothing										
4300	Staff Recognition & Food for meetings			\$4,500.00							
	Professional Development	1.18	\$7,455.00								
4300	Student Planner			\$6,000.00							
	Community Schools (CCSPP)										
1000	Counselor										
	Intervention Teacher										
	Field Trips										

4000	Materials for all Programs										
5800	Student AVID Binders										
	Total		\$61,680.00	\$89,476.00	\$32,500.00	\$5,364.00	\$20,000.00	\$36,135.00	\$5,000.00	\$0.00	\$0.00
	Actual Budget for 26-27		\$61,680.00	\$89,476.00	\$32,500.00	\$5,364.00	\$20,000.00	\$36,135.00	\$5,000.00		
	Difference		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

School Site Council Membership

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

Name	Role	Signature	Date
Mr. Sloane	Admin		
Dennice Pozos	Parent		
Bryant Coronado-Alcantara	CSEA		
Gloria Muñoz	Admin		

Sindy Quiroa	Parent		
Yesenia Araiza	SLTA		
Joana Garcia-Salazar	CSEA		
Johnny Tan	SLTA		
Gabriela Huaman	Parent		
Amarilis Ulerio	Parent		
Dylan Quiroa	Student		
Derek Hernandez	Student		

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.

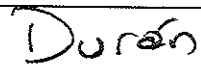
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Liliana Delgadillo		English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/2025.

Name	Signature	Date	Role
Dennice Duran 		5/28/26 ✓	SSC Chairperson
Jeff Sloane		5/28/26	Principal