

Bancroft Middle School .

1150 Bancroft Ave. • San Leandro, CA 94577 • (510) 618-4380 • Grades 6-8

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<https://www.sanleandro.k12.ca.us/Domain/114>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



San Leandro Unified School District

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District Governing Board

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James Aguilar, Member

Peter Oshinski, Vice President

Katherine Han Ngo, Student Board Member

District Administration

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Superintendent

Sonal Patel

Assistant Superintendent
Educational Services

Dr. John Thompson
Assistant Superintendent
Human Resources

Dr. Kevin Collins
Assistant Superintendent
Business & Operations

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations. Bancroft Middle School is part of the San Leandro Unified School District.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

Mission Statement

Our mission at Bancroft Middle School to provide all students with the opportunity to develop academically, socially, and emotionally as they maneuver through the middle grades. Every student will have the opportunity to express and expand their talents, their interests, and their aspirations both in the classroom and through a wide range of extracurricular activities. Further, it is our mission to assure that every student is prepared for successful transition to high school and college.

School Motto

Take Care of Yourself, Take Care of One Another, and Take Care of Bancroft.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	353
Grade 7	336
Grade 8	359
Total Enrollment	1,048

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.0
American Indian or Alaska Native	0.6
Asian	6.8
Filipino	4.0
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	1.2
White	9.3
Socioeconomically Disadvantaged	69.9
English Learners	26.6
Students with Disabilities	13.7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Bancroft Middle School .	16-17	17-18	18-19
With Full Credential	41	40	47.7
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Bancroft Middle School .	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on August 21, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2019 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math Adopted April 2016 Algebra 1 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California: Earth, Life and Physical Science Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History: Ancient Civilization, World History: Medieval to Early Modern Times, Us History Holt, Rinehart & Winston Adopted 2006 Houghton Mifflin Holt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Realidades 1 Adopted 2003 Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Teen Health 2006 Positive Prevention: HIV/STD Prevention for California Youth 2004 Botvin's LifeSkills 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Bancroft Middle School was originally constructed in 1955 and is currently comprised of 33 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, two playgrounds, and a gymnasium. Recent renovations to Bancroft Middle School include the installation of new exterior fencing and exterior paint, and connection to the city's fiber loop for high-speed internet access.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 08/14/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	One window has been boarded up. One ceiling light fixture is not working.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The fountain has low water pressure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	32.0	29.0	38.0	38.0	48.0	50.0
Math	17.0	15.0	25.0	26.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.1	22.0	26.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1061	1046	98.59	28.83
Male	544	536	98.53	23.69
Female	517	510	98.65	34.25
Black or African American	192	191	99.48	17.80
American Indian or Alaska Native	--	--	--	--
Asian	72	72	100.00	44.44
Filipino	43	42	97.67	30.95
Hispanic or Latino	578	569	98.44	25.22
Native Hawaiian or Pacific Islander	13	12	92.31	8.33
White	99	97	97.98	54.64
Two or More Races	51	50	98.04	42.00
Socioeconomically Disadvantaged	738	733	99.32	21.72
English Learners	386	382	98.96	14.44
Students with Disabilities	152	152	100.00	3.95
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,061	1,047	98.68	14.71
Male	544	535	98.35	15.33
Female	517	512	99.03	14.06
Black or African American	192	190	98.96	6.32
American Indian or Alaska Native	--	--	--	--
Asian	72	72	100	34.72
Filipino	43	42	97.67	21.43
Hispanic or Latino	578	571	98.79	10.51
Native Hawaiian or Pacific Islander	13	13	100	7.69
White	99	96	96.97	38.54
Two or More Races	51	50	98.04	20
Socioeconomically Disadvantaged	738	732	99.19	9.43
English Learners	386	384	99.48	7.81
Students with Disabilities	152	152	100	1.32
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the education program at Bancroft Middle School. Parents may participate in the School Site Council, the PTA, United Parents of Bancroft Group, School Smarts Academy, and the English Learner Advisory Committee (ELAC.)

There are also ample volunteer opportunities for parents to be involved with the athletics and music programs as well as with the school play and in the classroom. Parents also are able to volunteer their time with supervision of students.

Parents who wish to participate in Bancroft Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the Parent Facilitator at the main office at (510) 618-4380 ext. 3612.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern at Bancroft Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is updated every year in the fall. The key elements of the School Site Safety Plan include communication, preparation and safety. Fire, earthquake, stay in place, and intruder drills are conducted on a monthly basis throughout the school year.

The School Site Safety Plan was last thoroughly reviewed in the 2017/2018 school year. The 2018/2019 Bancroft administration is in the process of revising the School Safety Plan for recommendation to the School Site Council for approval.

To ensure student safety, staff members supervise students at all times before and after school, and during all breaks. Any visitors to the campus are required to check in and check out at the school's office and wear the proper identification badge at all times.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	14.7	14.8	9.9
Expulsions Rate	0.1	0.1	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.6
Social Worker	0
Nurse	.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	508

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	33	28	29	4	10	8	23	38	31	36	19	29

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	25.0	25.0	6	8	10	5	9	6	11	11	15
Mathematics	31.0	29.0	26.0	1	3	6	4	6	17	12	12	6
Science	28.0	26.0	28.0	1	2	1	18	21	23			
Social Science	30.0	29.0	30.0	1	3	2	7	3	9	10	15	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

To work towards improving student achievement, Bancroft faculty members participate in professional development in the areas of Project Based Learning Practices, Restorative Justice Practices, Empathy, grade level meetings, and common instructional practices training, twice a month for each.

Department meetings and additional staff meeting also provide many opportunities for professional development. To ensure relevance, some professional development is teacher led.

Teachers may also receive assistance through the California Teacher Induction Program (A program designed to support teachers to diversify their skills in order to obtain their clear credential) & Site Instructional Coaches.

The district supports staff development through three professional growth days each year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,112	\$47,547
Mid-Range Teacher Salary	\$83,002	\$74,775
Highest Teacher Salary	\$109,742	\$93,651
Average Principal Salary (ES)	\$126,537	\$116,377
Average Principal Salary (MS)	\$138,070	\$122,978
Average Principal Salary (HS)	\$160,007	\$135,565
Superintendent Salary	\$305,851	\$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,935.00	\$425.00	\$5,510.00	\$74,052.00
District	◆	◆	\$5,423.00	\$88,515
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			1.6	-17.8
Percent Difference: School Site/ State			-70.8	-3.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	7.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.