

# Bancroft Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Bancroft Elementary School
<b>Street</b>	2200 Parish Drive
<b>City, State, Zip</b>	Walnut Creek, CA 94598
<b>Phone Number</b>	(925) 933-3405
<b>Principal</b>	Cindy Dunn
<b>Email Address</b>	dunnc@mdusd.org
<b>School Website</b>	<a href="https://bancroft.mdusd.org/">https://bancroft.mdusd.org/</a>
<b>County-District-School (CDS) Code</b>	07 61754 6003966

## 2022-23 District Contact Information

<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Adam Clark
<b>Email Address</b>	clarka@mdusd.org
<b>District Website Address</b>	www.mdusd.org

## 2022-23 School Overview

### Bancroft Mission Statement:

The Bancroft learning community offers inclusive programs to educate the mind and encourage the heart and spirit of every individual.

Bancroft implements rigorous Common Core standards-based curriculum and practices with the 21st Century skills (Collaboration, Communication, Cooperation, Creativity) that actively engage all students while examining and monitoring student achievement data to target and sustain growth.

The Bancroft Elementary School English/Spanish Two Way Dual Immersion Learning Program offers an early immersion program that is aimed at developing students' initial literacy in the immersion language while strengthening understanding of their native language.

Program and instructional design is focused on content, the life skills, and cultural proficiency along with preparations to think globally and act locally to build 21st Century mindset citizens.

All learning is achieved in a safe, welcoming and positive school atmosphere that promotes community involvement, personal responsibility, mutual respect and appreciation for others.

### Bancroft School Goals:

Increase student achievement

Improve organizational effectiveness and efficiency

Maintain a safe, welcoming and positive school environment

Improve students' sense of responsibility with the development of positive character traits.

## 2022-23 School Overview

Support the social emotional learning/development of staff and students.  
Provide a seamless transition between grade level and to middle school  
Maintain parent involvement, engagement and on-going communication  
Maintain teacher training and professional development

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	108
Grade 2	110
Grade 3	101
Grade 4	94
Grade 5	86
<b>Total Enrollment</b>	<b>595</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.1
American Indian or Alaska Native	0.0
Asian	13.6
Black or African American	0.7
Filipino	1.8
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.1
White	32.9
English Learners	13.9
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	19.8
Students with Disabilities	6.1

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.50	92.45	1134.80	84.66	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.38	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.55	71.30	5.32	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	58.00	4.33	12115.80	4.41
<b>Unknown</b>	0.00	0.00	71.00	5.30	18854.30	6.86
<b>Total Teaching Positions</b>	26.50	100.00	1340.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	1.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw-Hill: Reading Wonders 2017 - Adopted 2017 McGraw-Hill: Lectura Maravillas 2017 - Adopted 2017	Yes	0
<b>Mathematics</b>	Engage New York - Adopted 2019	Yes	0
<b>Science</b>	Carolina Science - Adopted 2022	Yes	0
<b>History-Social Science</b>	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Year and month of the most recent FIT report**

2/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			C9: HVAC VENTS ARE DIRTY C7: HVAC DUCT IS DIRTY
<b>Interior:</b> Interior Surfaces			X	Principal: CEILING TILES HAVE WATER STAINS. Restroom: FLOOR TILES ARE LIFTING. Staff Lounge: TILES ARE CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DINGY. A1/A2 (Shared Space): CEILING TILES HAVE WATER STAINS. CEILING TILE IS CHIPPED. CEILING TILE HAS A HOLE. B2: CEILING TILES HAVE WATER STAINS. B3: CEILING TILES HAVE WATER STAINS B4: LIGHT DIFFUSER IS MISSING B5: RUBBER COVING IS MISSING B6: CEILING TILES HAVE WATER STAINS B-Pod Center: FLOOR TILES ARE BROKEN AND LIFTING. C1: FLOOR TILE BROKEN AT ENTRY FROM CENTER. CEILING TILES ARE TORN. C2: CEILING TILES HAVE WATER STAINS C9: CEILING TILES HAVE WATER STAINS C8: CEILING TILES HAVE WATER STAINS.10. FIRE EXTINGUISHER NOT HUNG. C3: CEILING TILE IS MARRED C5: CEILING TILES HAVE WATER STAINS. C6: CEILING TILE IS LOOSE Storage 1: CEILING TILE IS LOOSE D-Pod Storage 1: CEILING TILES HAVE WATER STAINS D1: CEILING TILES HAVE WATER STAINS. CEILING TILES ARE TORN. CEILING TILES ARE DINGY D2: CEILING TILES HAVE HOLES. CEILING TILES ARE MARRED D3: CEILING TILES HAVE WATER STAINS D4: CEILING TILE HAS A HOLE. CEILING TILE IS TORN. Storage 2: CEILING TILES HAVE WATER STAINS D6: CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. Work Room: WALL HAS HOLES D-Pod Center: CARPET IS STAINED AND

## School Facility Conditions and Planned Improvements

			WORN Multiuse: WALLPAPER IS TORN. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN Kitchen: PLASTER IS CHIPPED. RUBBER COVING IS LOOSE
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		Book Room: ROOM IS CLUTTERED. Library: COB WEBS NEAR CEILING. B3:UNSECURED ITEMS STORED TOO HIGH IN PREP AREA Storage 1: UNSECURED ITEMS STORED TOO HIGH. C3: UNSECURED ITEMS STORED TO HIGH Storage 1: ROOM IS CLUTTERED. Storage 3: UNSECURED ITEMS STORED TO HIGH
<b>Electrical</b>		X	Administration: LIGHT DIFFUSER IS LOOSE. Nurse: CLOCK IS MISSING EXPOSING WIRES. A1/A2 (Shared Space): LIGHT DIFFUSER HAS A WATER STAIN B1: THREE LIGHT PANELS ARE OUT. B2: ONE LIGHT PANEL IS OUT Storage 4 Office: LIGHT DIFFUSER IS MISSING. B3: ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN. B4: LIGHT DIFFUSER IS LOOSE. B6: LIGHT DIFFUSER HAS A WATERVSTAIN. C2: LIGHT DIFFUSER HAS A WATER STAIN. Storage 3: ONE LIGHT DIFFUSER MISSING C3: ONE LIGHT PANEL IS OUT. ETHERNET CONDUIT CAP IS MISSING. C4: TWO LIGHT DIFFUSERS ARE BROKEN. THREE LIGHT PANELS OUT. C5: LIGHT DIFFUSER IS LOOSE. LIGHT DIFFUSER IS BROKEN C6: TWO LIGHT DIFFUSERS MISSING. TWO LIGHT DIFFUSERS BROKEN. LIGHT DUFFUSERCLOOSE C-Pod Center: LIGHT DIFFUSER MISSING AT ENTRY. T3: MULTIPLE OUTLETS HAVE NO POWER T2: ONE LIGHT PANEL IS OUT. T1: ONE LIGHT PANEL IS OUT D-Pod Storage 1: TWO LIGHT DIFFUSERS MISSING. D1: LIGHT DIFFUSER IS MISSING D2: ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE LOOSE. D3: LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHT DUFFUSERS HELD IN PLACE WITH PAPERCLIPS. D5: TWO LIGHT PANELS ARE OUT. D6: THREE LIGHT DIFFUSERS ARE BROKEN. TWO LIGHT PANELS ARE OUT. Work Room: ONE LIGHT DIFFUSER IS MISSING. D-Pod Center: TWO LIGHT DIFFUSERS MISSING. C7: TWO LIGHT PANELS ARE OUT
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		C6: FAUCET LEAKS AT BASE Kitchen: PLASTER IS CHIPPED. RUBBER COVING IS LOOSE
<b>Safety:</b> Fire Safety, Hazardous Materials	X		A1/A2 (Shared Space): FIRE EXTINGUISHERS NOT MOUNTED. TWO FIRE EXTINGUISHERS ARE OUT OF DATE B3: FIRE EXTINGUISHER IS NOT MOUNTED. C7: TWO LIGHT PANELS ARE OUT C8: FIRE EXTINGUISHER NOT HUNG.
<b>Structural:</b> Structural Damage, Roofs	X		B5: LARGE CRACK ON FLOOR. C11: HORIZONTAL CRACK IN STUCCO AT ENTRY.



## School Facility Conditions and Planned Improvements

			C10: HORIZONTAL CRACK ACROSS EXTERIOR WALL. C7: DOOR STICKS IN HEAT CREATING EGRESS HAZARD
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		A1/A2 (Shared Space): DOOR STICKS. DOOR STOPS DON'T WORK B2: DOOR THRESHOLD IS MISSING. C7: DOOR SWELLS IN HEAT. C3: DOOR LOCK NEEDS ADJUSTING. T1: RAMP IS RUSTED. NON SKID SURFACE IS CHIPPING AWAY T1: WINDOW SCREENS ARE MISSING Multiuse: TRIP HAZARD ON WALKWAY LEADING TO MULTIUSE ROOM. T3: DOOR LOCK NEEDS ADJUSTING.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	63	N/A	46	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	59	N/A	35	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	295	284	96.27	3.73	63.03
<b>Female</b>	152	145	95.39	4.61	65.52
<b>Male</b>	143	139	97.20	2.80	60.43
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	27	26	96.30	3.70	80.77
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	71	66	92.96	7.04	56.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	75	74	98.67	1.33	62.16
<b>White</b>	112	108	96.43	3.57	63.89
<b>English Learners</b>	26	23	88.46	11.54	21.74
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	56	51	91.07	8.93	47.06
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	19	82.61	17.39	26.32

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	295	286	96.95	3.05	58.60
<b>Female</b>	152	147	96.71	3.29	55.78
<b>Male</b>	143	139	97.20	2.80	61.59
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	27	26	96.30	3.70	80.77
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	71	68	95.77	4.23	42.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	75	74	98.67	1.33	66.22
<b>White</b>	112	108	96.43	3.57	60.75
<b>English Learners</b>	26	24	92.31	7.69	12.50
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	56	51	91.07	8.93	37.25
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	20	86.96	13.04	35.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	49.33	51.19	32.08	29.32	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	87	84	96.55	3.45	51.19
<b>Female</b>	45	43	95.56	4.44	51.16
<b>Male</b>	42	41	97.62	2.38	51.22
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	19	95	5	31.58
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	25	100	0	56
<b>White</b>	34	32	94.12	5.88	56.25
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	14	100	0	35.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.00%	100.00%	100.00%	100.00%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents are invited to be involved in the Bancroft community in a variety of ways. Some of the ways include: Classroom assistance, weekly math and literacy stations, Parent Faculty Club, English Language Advisory Committee (ELAC), School Site Council positions, library assistance, clerical office help, Art program, varied whole school social events, fund raising events that also build community spirit, District English Language Advisory Committee (DELAC), School Climate and Safety, and after school enrichment program,

Additionally, family nights are held such as the Family Science Night, Multi Cultural Night, and Family Reading Night. These are designed to help parent engage with their child's learning in reading, math and science and celebrating the varied, rich heritage and traditions found within our community.

Contact information pertaining to organized opportunities for parental involvement: Contact school at (925) 933-3405.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	645	634	61	9.6
Female	318	310	28	9.0
Male	326	323	33	10.2
American Indian or Alaska Native	0	0	0	0.0
Asian	91	90	10	11.1
Black or African American	5	5	0	0.0
Filipino	12	11	0	0.0
Hispanic or Latino	169	166	21	12.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	79	78	6	7.7
White	203	199	12	6.0
English Learners	113	111	17	15.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	134	129	19	14.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	51	7	13.7

### C. Engagement

#### 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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.14	3.33	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.16	0.04	3.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.31	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.49	0.00
English Learners	0.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

Key elements included in the plan include: Child Abuse reporting procedures; disaster procedures, routine and emergency; policies regarding actions which lead to suspension and/or expulsion, procedures to notify teachers of dangerous pupils; sexual harassment policy; school-wide dress code; procedures for safe ingress and egress of pupils; rules and procedures on school discipline; and other safe school strategies and programs. The Safety Plan also includes an action plan to implement three specific objectives: a safe physical environment, improved student behavior through the use of problem solving strategies and Life skills program with student recognitions and awards, and increased parent education and involvement. Included with the master plan are District Policies and Procedures, the Bancroft Emergency Preparedness Plan, the Bancroft Discipline Policy and Procedures, the Bancroft School Handbook, the School Climate Handbook, and the Bancroft Traffic Safety Plan.

Bancroft School is home to one of the MDUSD English/Spanish Two Way Dual Immersion Programs (TWDI).

The School Safety Plan is reviewed and updated annually by February of each school year. Parents and staff members, including local law enforcement are involved in the review and updates. School Site Council has the responsibility of approving before submitting to the school board. The current School Safety Plan was approved by the Site Council in February 2022. The next review and updates will be conducted in January and February of 2023.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	3	1
1	26		4	
2	25		4	
3	25	1	3	
4	27		4	
5	37		2	2
Other	26		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	33		3	1
1	27		4	
2	24		4	
3	25		4	
4	22	2	2	
5	29	2	1	1
Other	21		1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	4	1
1	42		2	2
2	28		4	
3	25		4	
4	23		4	
5	29		2	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1190

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,347.01	\$4,590.48	\$6,756.54	\$79,001.77
District	N/A	N/A	\$6,896.11	\$80,403.91
Percent Difference - School Site and District	N/A	N/A	-2.0	-1.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	2.4	-7.7

## 2021-22 Types of Services Funded

Bancroft provides a variety of services and supports for staff, students, and parents:

- Campus improvement
- Enrichment assemblies
- Instructional materials and equipment including PE equipment
- K-5 Art program
- Technology for classrooms
- Hospitality
- STEAM education
- Enrichment Field Trips and assemblies
- School Garden Educator and program
- Instructional Materials
- Professional development
- Extra Campus Supervision for student recreational periods
- Additional Math resources through Curriculum Associates grades K-5 (Ready Math)
- Increased library classrooms K-5
- Family Engagement Nights
- NGSS consultant
- Upgraded classroom technology
- On going training for teachers
- NGSS- Engineering
  - English/Spanish Two Way Dual Immersion

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$51,081
<b>Mid-Range Teacher Salary</b>		\$77,514
<b>Highest Teacher Salary</b>		\$105,764
<b>Average Principal Salary (Elementary)</b>		\$133,421
<b>Average Principal Salary (Middle)</b>		\$138,594
<b>Average Principal Salary (High)</b>		\$153,392
<b>Superintendent Salary</b>		\$298,377
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

The district coordinates varied staff development programs for teachers and administrators based on assessed needs and state mandates. Summer Learning Academies are offered to teachers. One day prior to school is dedicated to staff development. In addition teachers are provided release time to attend conferences and training throughout the school year. District coaches for technology, math, ELA, ELD are available to teachers and administrators. Coaches can be accessed for professional support in the classroom, staff training, and parent education nights. During the 20-21 school year, three days of PD was provided via Zoom due to distance learning during the global pandemic.

Illuminate training  
 Equity training  
 Common Core Standards Training- ELA and Math Vocabulary Development  
 Accelerated Learning  
 Social Emotional Learning  
 Curriculum Associates - i-Ready  
 Academic Conversations  
 Professional Learning Community  
 Next Generation Science Standards Training  
 PBIS- Positive Behavior Intervention Systems  
 Restorative Justice- Community Circles  
 CABE- California Association for Bilingual Education Conferences  
 Center for Applied Linguistic - Understanding and implementation of the three pillars of Bilingual education  
 Training and implementation of Google Classroom  
 Training and implementation of Wonders ELA and SLA curriculum  
 Training and implementation of Carolina Science curriculum  
 Writing and Writing Rubrics  
 Google Classroom  
 Seesaw  
 Zoom and Google Meets

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	