

Bancroft Middle 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

School Name	Bancroft Middle School .
Street	1150 Bancroft Ave.
City, State, Zip	San Leandro, CA 94577
Phone Number	(510)618-4380
Principal	Shannon E. Lane.
Email Address	slane@slusd.us
School Website	https://www.slusd.us/bancroft/
County-District-School (CDS) Code	01-61291-6057111

2022-23 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510) 895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2022-23 School Overview

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 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 a successful transition to high school and college.

School Motto

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	309
Grade 7	297
Grade 8	324
Total Enrollment	930

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	51.0
American Indian or Alaska Native	0.4
Asian	8.9
Black or African American	14.8
Filipino	4.3
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4.9
White	8.5
English Learners	23.5
Foster Youth	0.2
Homeless	1.3
Migrant	0.0
Socioeconomically Disadvantaged	76.8
Students with Disabilities	12.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.30	84.76	380.40	89.70	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.33	4.00	0.94	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.33	4.60	1.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	6.99	9.90	2.35	12115.80	4.41
Unknown	1.50	3.57	25.00	5.91	18854.30	6.86
Total Teaching Positions	42.90	100.00	424.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.20	69.76	363.50	84.95	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	3.46	5.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	5.35	20.90	4.89	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	7.67	10.00	2.36	11953.10	4.28
Unknown	5.90	13.71	28.30	6.61	15831.90	5.67
Total Teaching Positions	43.30	100.00	427.90	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.30

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	3.00	3.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	3.00	3.30

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.40	9.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	1.70

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

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 September 14, 2021, 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 August 2021 are illustrated in the chart.

Year and month in which the data were collected	August 2021
--	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill	Yes	0%
Mathematics	Eureka Math Adopted 2016 Algebra 1 Great Minds Adopted 2019 Envision Algebra 1 Adopted 2019	Yes	0%
Science	Amplify Science Adopted 2020	Yes	0%%
History-Social Science	Gr. 6 - History Alive! Ancient World Gr. 7 - History Alive! Medieval World & Beyond Gr. 8 - History Alive! US Through Industrialism TCI Adopted 2020	Yes	0%
Foreign Language	Senderos Vista Higher Learning Adopted 2020 Entre Culturas Adopted 2020	Yes	0%

School Facility Conditions and Planned Improvements

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.

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 N Bond Work:

The school has recently completed work of a newly configured drop off zone & parking lot, a new field, a new permanent building replacing the portables, a new front entrance, new outdoor landscaping, recently reconfigured double glass safety doors, and a video push button entry system. The school is also scheduled to receive a marquee and a refresh in the patio area to include new tables and covers, seating, and landscaping.

Year and month of the most recent FIT report

10/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	25	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
All Students	946	904	95.56	4.44	28.46
Female	463	439	94.82	5.18	35.31
Male	482	464	96.27	3.73	21.81
American Indian or Alaska Native	--	--	--	--	--
Asian	87	85	97.70	2.30	48.24
Black or African American	145	140	96.55	3.45	17.99
Filipino	41	40	97.56	2.44	45.00
Hispanic or Latino	519	494	95.18	4.82	22.67
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	62	58	93.55	6.45	31.03
White	77	73	94.81	5.19	54.79
English Learners	212	197	92.92	7.08	1.52
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	7.14
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	738	707	95.80	4.20	23.23
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	116	105	90.52	9.48	10.58

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
All Students	946	898	94.93	5.07	16.16
Female	463	432	93.30	6.70	16.90
Male	482	465	96.47	3.53	15.52
American Indian or Alaska Native	--	--	--	--	--
Asian	87	85	97.70	2.30	43.53
Black or African American	145	134	92.41	7.59	7.46
Filipino	41	40	97.56	2.44	25.64
Hispanic or Latino	519	495	95.38	4.62	9.29
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	62	58	93.55	6.45	20.69
White	77	73	94.81	5.19	39.73
English Learners	212	200	94.34	5.66	2.50
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	738	700	94.85	5.15	11.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	116	104	89.66	10.34	3.85

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
Science (grades 5, 8 and high school)	NT	15.51	NT	24.07	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
All Students	322	303	94.1	5.9	15.51
Female	142	131	92.25	7.75	16.79
Male	179	171	95.53	4.47	14.04
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	25
Black or African American	56	51	91.07	8.93	9.8
Filipino	--	--	--	--	--
Hispanic or Latino	178	167	93.82	6.18	10.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100	0	20
White	23	22	95.65	4.35	45.45
English Learners	81	77	95.06	4.94	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	239	94.09	5.91	12.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90	10	3.7

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 7	93.45%	93.45%	70.00%	88.28%	95.52%

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 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, Parent Institute for Quality Education (PIQE), 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 the 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	983	973	332	34.1
Female	476	475	156	32.8
Male	506	497	176	35.4
American Indian or Alaska Native	4	4	2	50.0
Asian	87	87	8	9.2
Black or African American	157	154	55	35.7
Filipino	41	41	11	26.8
Hispanic or Latino	540	534	204	38.2
Native Hawaiian or Pacific Islander	12	12	5	41.7
Two or More Races	46	46	15	32.6
White	80	79	27	34.2
English Learners	234	231	96	41.6
Foster Youth	3	3	2	66.7
Homeless	19	19	7	36.8
Socioeconomically Disadvantaged	782	775	289	37.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	123	58	47.2

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	7.02	3.85	2.45
Expulsions	0.00	0.05	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	0.21	8.44	0.03	4.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.44	0.00
Female	7.56	0.00
Male	9.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.15	0.00
Black or African American	19.11	0.00
Filipino	2.44	0.00
Hispanic or Latino	7.41	0.00
Native Hawaiian or Pacific Islander	8.33	0.00
Two or More Races	6.52	0.00
White	5.00	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	15.79	0.00
Socioeconomically Disadvantaged	9.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.40	0.00

2022-23 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 2021/2022 school year. The 2022/2023 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 report to the school's office and wear the proper identification badge at all times.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. For the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	16	6
Mathematics	24	10	16	6
Science	29		23	
Social Science	32	1	5	16

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	20	2
Mathematics	25	9	13	6
Science	26	2	23	
Social Science	31	1	12	9

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	19	13	5
Mathematics	20	15	11	7
Science	21	10	20	
Social Science	24	7	11	8

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	930

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)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

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	\$7,389	\$1,419	\$5,970	\$98,688.85
District	N/A	N/A	\$6,001	\$102,465.90
Percent Difference - School Site and District	N/A	N/A	-0.5	-3.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-9.9	17.1

2021-22 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
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Tobacco Use Prevention Education (TUPE)
- Title IV, Part A, Student Support and Academic Enrichment
- Youth Reinvestment Grant Program (YRG)

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
Beginning Teacher Salary	\$65,522	\$52,478
Mid-Range Teacher Salary	\$87,439	\$80,810
Highest Teacher Salary	\$119,620	\$101,276
Average Principal Salary (Elementary)	\$141,739	\$127,080
Average Principal Salary (Middle)	\$150,497	\$134,264
Average Principal Salary (High)	\$174,409	\$147,200
Superintendent Salary	\$371,764	\$242,351
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

To work towards improving student achievement, Bancroft faculty members participate in professional development in the areas of Project-Based Learning Practices, Restorative Justice Practices, Universal Design for Learning (UDL), Social Justice, Empathy, social emotional learning, grade-level meetings, Health and Wellness, ELD, and common instructional practices training, twice a month for each. Department meetings and additional staff meetings 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.

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

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