



Bancroft Elementary School

8805 Tyler Street • Spring Valley, CA 91977 • 619.668.5890 • Grades K-6

Kimberly Libenguth, Principal

kimberly.libenguth@lmsvschools.org

<https://www.lmsvschools.org/bancroft/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



La Mesa-Spring Valley School District

4750 Date Avenue

La Mesa, CA 91942-9214

(619) 668-5700

www.lmsvschools.org

District Governing Board

Dr. Emma Turner, Board President

Rebecca McRae, Board Vice President

Chardá Fontenot, Clerk

Megan Epperson, Board Member

Jim Long, Board Member

District Administration

David Feliciano

Superintendent

Jennifer Nerat

Asst. Superintendent, Business Services

Tina Sardina

Asst. Superintendent, Human Resources

Guido Magliato

Asst. Superintendent, Learning Support

Deann Ragsdale

Asst. Superintendent, Student Supports

Meg Jacobsen

Executive Director, Innovation & Engagement

Valerie Ranum

Director, Business Services

Jill Whittenberg

Director, Child Nutrition

Xavier Thomas

Director, Classified Personnel

Seth Boomgarden

Director, Fiscal Services

Camille Antaky

Director, Information Technology

Jason Brust

Director, Maintenance, Operations & Facilities

Cara Lawler

Director, Technology & Learning Resources

Nick Richard

Director, Transportation

School Description

Bancroft Elementary School, in partnership with students, families, and the community, creates an environment that values diversity and inspires a passion for lifelong learning and healthy living. Bancroft's primary academic focus is literacy in reading, writing, and mathematics. Learning activities are also integrated in history/social science, physical education, and the arts. The staff provides an academic program to help all students acquire the skills they need for a successful future. In addition, Bancroft is focused on nurturing the social-emotional health for each of our students. Partnerships with San Diego Health and Human Services, the San Diego District Attorney's office, and the San Diego Probation Department help us to provide mentoring and leadership opportunities for our students. A grant with San Diego Youth Services also allows each of our preschool through third grade students to participate in social skills groups in order to help build strong, confident citizens.

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	62
Grade 2	52
Grade 3	74
Grade 4	73
Grade 5	71
Grade 6	63
Total Enrollment	461

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.6
Asian	0.9
Filipino	1.7
Hispanic or Latino	77.7
Native Hawaiian or Pacific Islander	0.4
White	6.5
Two or More Races	5.2
Socioeconomically Disadvantaged	91.8
English Learners	46
Students with Disabilities	16.5
Homeless	9.1

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

Teacher Credentials for Bancroft Elementary	17-18	18-19	19-20
With Full Credential	21	19	21
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Mesa-Spring Valley	17-18	18-19	19-20
With Full Credential	♦	♦	516
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Bancroft Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 K – 3rd, McGraw-Hill, Maravillas - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental Instructional Materials: Cambrium Learning, Read Well - Year Adopted 2013 McGraw-Hill, Flex Literacy - Year Adopted 2017 McGraw-Hill, Wonder Works - Year Adopted 2016</p> <p>English Language Development TK, Hampton Brown, Avenues - Year Adopted 2011 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>TK – 5th, Houghton Mifflin-Harcourt, Expressions - Year Adopted 2015 6th College Board, Springboard - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials: Moby Max - Year Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th – 8th, Holt, Rinehart & Winston, Holt California Science - Year Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>TK – 5th, Pearson Scott-Foresman, History-Social Science for California - Year Adopted 2006 6th, Glencoe McGraw-Hill, Discovering our Past - Year Adopted 2006 7th – 8th, National Geographic, World History & US History - Year Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: March 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Repair wood panel and sink cabinet wood moulding. Repair torn wall fabric and sheet vinyl flooring seam. Replaced missing lag bolt on wall panel. Reinforce shelving and repair loose carpeting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Repair light fixtures and install covers. Repair fuse box cover panel.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good Fair	Tighten loose toilets, repair drinking fountain and unclog sink.
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	26	25	53	53	50	50
Math	18	18	40	42	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.1	14.5	14.5

Note: 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.

School Year 2018-19 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	275	273	99.27	24.54
Male	143	142	99.30	21.13
Female	132	131	99.24	28.24
Black or African American	29	27	93.10	11.11
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	204	204	100.00	21.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	35.29
Two or More Races	14	14	100.00	50.00
Socioeconomically Disadvantaged	265	263	99.25	22.43
English Learners	147	147	100.00	13.61
Students with Disabilities	64	63	98.44	0.00
Homeless	33	33	100.00	0.00

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 2018-19 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	275	273	99.27	18.32
Male	143	142	99.30	14.79
Female	132	131	99.24	22.14
Black or African American	29	27	93.10	11.11
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	204	204	100.00	15.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	23.53
Two or More Races	14	14	100.00	50.00
Socioeconomically Disadvantaged	265	263	99.25	16.35
English Learners	147	147	100.00	12.24
Students with Disabilities	64	63	98.44	0.00
Homeless	33	33	100.00	0.00

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 2019-20)

Bancroft staff members believe that parents are the most significant influence in their children's lives. Parent participation is encouraged and welcomed in a variety of ways. Classroom volunteers help support learning. Back-to-School Night, Open House, and other school-wide activities are well attended. Parenting classes are offered throughout the year and focus on school and home connectedness. Additionally, English as a Second Language (ESL) classes for adults are available on campus four days a week. Parents are also encouraged to participate as members of the School Site Council, English Learner Advisory Council, and the PTA. For more information about parent involvement opportunities, please contact our school office at 619.668.5890.

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

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.2	8.7	4.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.0	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	256.1

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	
Other	4.3

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	4			28		3		28		3	
1	27		3		26		1		28		1	
2	28		3		27		3		23		3	
3	30		3		25		3		28		2	
4	30		2		30		3		31		2	1
5	30		3		35			2	33		1	1
6	28	1	2		35			2	34			2
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	63	92	71

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners.

New for the 2019-20 school year is our Blended Professional Development program which will offer online professional development options while still offering face-to-face professional development. Some of the professional learning that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

The district offers workshops and multiple-day seminars, after-school workshops, online courses, and one-on-one coaching and modeling. Select teachers also attend conferences and workshops offered through outside agencies. District staff also partners with principals providing professional development at site learning days and staff meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,772	\$45,741
Mid-Range Teacher Salary	\$71,738	\$81,840
Highest Teacher Salary	\$103,837	\$102,065
Average Principal Salary (ES)	\$139,958	\$129,221
Average Principal Salary (MS)	\$135,888	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$225,239	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	4%	5%

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

Types of Services Funded

Title I - Basic Grant

Special Education

ASES - After School Education and Safety

Title II Part A - Improving Teacher Quality

Title III Part A - Limited English Lottery - Instructional Materials

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,430.76	\$596.73	\$5,834.03	\$71,782.00
District	N/A	N/A	\$5,837.70	\$86,058.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.1	-18.1
School Site/ State	-25.1	-14.1

Note: Cells with N/A values 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.