Bancroft Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bancroft Elementary School
Street	2200 Parish Drive
City, State, Zip	Walnut Creek, CA 94598
Phone Number	(925) 933-3405
Principal	Linda Schuler
Email Address	schulerl@mdusd.org
Website	http://bancroft.mdusd.org/
County-District-School (CDS) Code	07 61754 6003966

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

Bancroft School Mission Statement
The Bancroft learning community believes in modeling and building an energy to treat all people without prejudice allowing for honest, courageous conversations and opportunities to educate the mind and encourage the heart and spirit of every individual.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	126
Grade 1	121
Grade 2	97
Grade 3	98
Grade 4	119
Grade 5	84
Total Enrollment	645

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	14.9
Filipino	3.4
Hispanic or Latino	23.4
Native Hawaiian or Pacific Islander	0.3
White	42.9
Two or More Races	11.6
Socioeconomically Disadvantaged	13.8
English Learners	16
Students with Disabilities	4.8
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	32	25	1599
Without Full Credential	1	1	0	69
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017 McGraw-Hill: Lectura Maravillas 2017 - Adopted 2017	Yes	0
Mathematics	Engage New York - Math	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: 08/09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	B-4 - TWO LIGHTS OUT; B-5 4 LIGHTS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CONCRETE BEHIND THE B-POD IN POOR CONDITION - MAJOR TRIP HAZARDS
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	66	51	50	50	50
Mathematics (grades 3-8 and 11)	59	61	39	39	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	307	289	94.14	5.86	65.97
Male	146	136	93.15	6.85	61.03
Female	161	153	95.03	4.97	70.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	57	49	85.96	14.04	71.43
Filipino	--	--	--	--	--
Hispanic or Latino	67	65	97.01	2.99	50.77
Native Hawaiian or Pacific Islander					
White	134	129	96.27	3.73	65.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	33	31	93.94	6.06	90.32
Socioeconomically Disadvantaged	47	46	97.87	2.13	47.83
English Learners	78	71	91.03	8.97	50.70
Students with Disabilities	23	22	95.65	4.35	23.81
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	307	290	94.46	5.54	61.03
Male	146	140	95.89	4.11	68.57
Female	161	150	93.17	6.83	54.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	57	52	91.23	8.77	82.69
Filipino	--	--	--	--	--
Hispanic or Latino	67	64	95.52	4.48	39.06
Native Hawaiian or Pacific Islander					
White	134	129	96.27	3.73	59.69
Two or More Races	33	30	90.91	9.09	73.33
Socioeconomically Disadvantaged	47	47	100.00	0.00	44.68
English Learners	78	73	93.59	6.41	46.58
Students with Disabilities	23	21	91.30	8.70	33.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	35.7	20.2	6.0

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.

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)

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, committees, District English Language Advisory Committee, Communications, School Climate and Safety, After school enrichment program,

Additionally, family nights are held such as the Family Science Night, Multi Cultural Night, and Makers Faire. 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 out community.

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

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.6	0.3	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019. The next review and updates will be conducted in January and February of 2020.

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.

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	27		4		24		6		25		5	
1	27		4		24		4		24	2	3	
2	24		5		27		4		24		4	
3	25		3		24		5		25		4	
4	30		1	2	28		3		28		4	
5	25	1	3		20	1	3		30		3	
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.

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

Title	Ratio
Academic Counselors*	1290.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,842.71	$2,974.81	$7,867.90	$78,522.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-5.7	0.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	4.7	-4.8

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.

Types of Services Funded (Fiscal Year 2018-19)

Campus improvement

Enrichment assemblies

Instructional materials and equipment including PE equipment

 K-5 Art program

School wide annual musical

Technology for classrooms including 1-1- chrome books grades 3-5 and chrome carts grades K-2

Two days per week Site Tech

Hospitality

STEAM education

Enrichment Field Trips and assemblies

School Garden Educator and program

Instructional Materials

Professional development

Extra Campus Supervision for student recreational periods

Sports for Learning Noon Recreational Coaches two days per week

Soul Shoppe " Peace Makers" Program

School based counselor (2.5 days per week)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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.

Being a Writer
EDAMS Data Systems training
Thinking Maps
Singapore Math training

Common Core Standards Training- ELA and Math Vocabulary Development
Student Engagement Strategies Close Reading
Academic Conversations
Professional Learning Community
Training Soul Shoppe Training
New Generation Science Standards Training- Engineering focus
Engineering is Elementary
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
Math Talks
Close Reading
Writing and Writing Rubrics