Bancroft Middle School

1150 Bancroft Ave. • San Leandro, CA 94577 • (510) 618-4380 • Grades 6-8
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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

San Leandro Unified School District

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**Assistant Superintendent
Business & Operations**

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**Senior Director II
Human Resources**

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 618-4380.

School Description
District Profile

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

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

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

School Motto

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

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, the African-American and Padres Unidos Parent Group, the Coffee & Conversation Parent Group, and the English Learner Advisory Committee (ELAC.)

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

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

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 5	1
Gr. 6	342
Gr. 7	309
Gr. 8	322
Total	974

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	23.1
American Indian or Alaska Native	0.4
Asian	6.9
Filipino	3.8
Hispanic or Latino	48.3
Native Hawaiian/Pacific Islander	2.3
White	11.9
Two or More Races	3.2
Socioeconomically Disadvantaged	72.4
English Learners	34.7
Students with Disabilities	11.7

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	28	28	22.7	1	4	17	15	11	3	1	7	14
Math	28	24.6	22.5	1	10	14	24	16	15	6	3	5
Science	27	23.2	28.2	1	5	0	30	21	20		0	0
SS	29	27.9	33.3	2	3	1	26	11	0	4	5	17

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

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	24.72	21.62	23.34
Expulsions Rate	0.92	0.94	0.21
District	**09-10**	**10-11**	**11-12**
Suspensions Rate	21.57	18.68	17.75
Expulsions Rate	0.76	0.77	0.11

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 2009/2010 school year. The 2012/2013 Bancroft administration is in the process of revising the School Safety Plan for recommendation to the School Site Council for approval.

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

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 09/28/2011

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, two computer labs, and a gymnasium. Recent renovations to Bancroft Middle School include the installation of new roofing and ventilation systems in 2009, and classroom paint and lights in 2011.

Cleaning Process

The principal works daily with four full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance & Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that the highest priority is given to emergency repairs. At the time of publication 100% of the school's restrooms were in good working order.

Deferred Maintenance Budget
The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated $164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Determination of repair status for systems listed
• Description of any needed maintenance to ensure good repair
• The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	Service ceiling tiles are loose- Multipurpose Room, 210. Several floor tiles are chipped-Rooms G4, 205. Ceiling diffuser is missing-Room 214. Several wall tiles missing-Rooms G4, 210.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Wiremold is missing (wires exposed)- Library, Room 205.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Exit is chained at night (snack bar S8). Stage has clutter.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	1 back door sticks open, S1, cove base torn.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	43	43	42
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

To work towards improving student achievement, Bancroft faculty members participate in Professional Learning Communities (PLC) and common instructional practices training, twice a month for each. Department meetings and staff meeting also provide opportunities for professional development.

Teachers may also receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. Staff development is also supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District & Site Instructional Coaches.

The district supports staff development through three Professional Growth Days each year.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	90.75	9.25
Districtwide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Social/Behavioral or Career Development Counselor	1
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	2
Average Number of Students per Staff Member	
Academic Counselor	634

* 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 2010-11)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,571	$347	$4,224	$71,088
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				-12.89%
Percent Difference: School Site/ State			-1.21%	-5.36%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,832	$40,656
Mid-Range Teacher Salary	$67,857	$64,181
Highest Teacher Salary	$90,079	$82,486
Average Principal Salary (ES)	$109,795	$102,165
Average Principal Salary (MS)	$116,087	$108,480
Average Principal Salary (HS)	$134,757	$117,845
Superintendent Salary	$204,399	$181,081
Percent of District Budget		
Teacher Salaries	47%	40%
Administrative Salaries	6%	6%

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

Types of Services Funded (Fiscal Year 2011-12)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

San Leandro Unified School District spent an average of $7,709 to educate each student (based on 2010-11 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, San Leandro Unified School District receives state and federal funding for the following categorical, special education, and support programs:
- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Tenth Grade Counseling
- Gifted & Talented Pupils
- School Improvement Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Title IV Safe & Drug Free Schools & Communities
- Vocational and Applied Technology Education Act
- Federal, Special Education, Discretionary Grants

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2012

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 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2012 are illustrated in the chart.

The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Longman, Adopted 2011 Prentice Hall, Adopted 2002 Sopris West, Adopted 2011
Mathematics	Holt, Rinehart & Winston, Adopted 2008 McDougal Littell, Adopted 2008
Science	Holt, Rinehart & Winston, Adopted 2007
History-Social Science	Holt, Rinehart & Winston, Adopted 2006

Student Performance Data

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

2012 STAR Results by Student Group (A Composite of CST, CMA and CAPA)

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	37	49	37
All Student at the School	43	24	51	32
Male	37	25	46	30
Female	50	22	57	34
Black or African American	34	13	41	23
American Indian or Alaska Native				
Asian	69	62	78	58
Filipino	54	28		45
Hispanic or Latino	38	18	44	25
Native Hawaiian/Pacific Islander	25	4		
White	58	41	75	59
Two or More Races	62	48		
Socioeconomically Disadvantaged	36	19	44	25
English Learners	7	8	13	3
Students with Disabilities	22	14		14
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.4	20.3	21

STAR Results for All Students - Three-Year Comparison (A Composite of CST, CMA and CAPA)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	44	43	43	44	45	48	52	54	56
Math	27	22	24	35	36	37	48	50	51
Science	54	61	51	50	53	49	54	57	60
H-SS	35	43	32	38	39	37	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	09-10	**10-11**	**11-12**
All Students at the School	12	13	-12
Black or African American	-7	36	-27
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	16	-6
Native Hawaiian/Pacific Islander			
White	41	-32	16
Two or More Races			
Socioeconomically Disadvantaged	7	26	-10
English Learners	14	-5	-3
Students with Disabilities			2

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2009**	**2010**	**2011**
Statewide	3	3	3
Similar Schools	1	1	1

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		58.3

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	923	6,356	4,664,264
	API-G	702	743	788
Black or African American	**Students**	209	1,049	313,201
	API-G	646	673	710
American Indian or Alaska Native	**Students**	4	20	31,606
	API-G		694	742
Asian	**Students**	65	960	404,670
	API-G	852	855	905
Filipino	**Students**	37	516	124,824
	API-G	764	812	869
Hispanic or Latino	**Students**	448	2,871	2,425,230
	API-G	676	703	740
Native Hawaiian/ Pacific Islander	**Students**	22	79	26,563
	API-G	634	670	775
White	**Students**	111	704	1,221,860
	API-G	791	793	853
Two or More Races	**Students**	26	140	88,428
	API-G	809	829	849
Socioeconomically Disadvantaged	**Students**	615	4,059	2,779,680
	API-G	671	712	737
English Learners	**Students**	323	2,564	1,530,297
	API-G	632	710	716
Students with Disabilities	**Students**	117	833	530,935
	API-G	552	596	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	No