



2023-2024

# **Bancroft Middle School**

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](http://www.lbschools.net/Departments/EACCR/lea_plan.cfm).

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at [http://www.lbschools.net/Departments/Strategic\\_Planning/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

## Comprehensive Needs Assessment

### English-Language Arts

#### Written Analysis - ELA Findings

##### Written Analysis

ELA Overall (Met & Exceeded) 55%. 2% higher than previous year. 49% 6th grade (Met & Exceeded) . 3% decrease from previous year 60% 7th grade (Met & Exceeded). 4% increase from previous year 55% 8th grade (Met & Exceeded). 3% increase from previous year 43% AA (Met & Exceeded). 1% decrease from previous year 46% Hispanic (Met & Exceeded). 2% increase from previous year All subgroups scored above the At Risk Concern Level of 36.4%, with the exception of ELL and Special Ed.

## Comprehensive Needs Assessment

### English-Language Arts

#### Written Analysis - ELA Goals

##### Written Analysis

GOAL: By June 2024, 70% of our Bancroft students will score Met/Exceeded on SBAC ELA, a 15% improvement from 2023. Bancroft students will achieve one year of academic growth and students achieving below grade level will demonstrate greater than one year of growth as measured by the iReady exam. The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments.

**ACTION PLAN:**

Develop PD plan with ILT focusing on U1, U4, and U6

Bancroft teachers will work towards creating a common understanding of what our practices around U1, U4, and U6 looks like and sounds like from a teacher and student perspective

All Bancroft educators will engage in differentiated, research-based, high-quality, on-going professional development on rigor and formative assessments

Implement Homework House after school for students who need support with homework and classwork.



Release days for departments to take part in a unit study/PDSA cycle and further analyze data  
Admin, dept. heads and IIC will take part in school walkthroughs w/ a focus on defined Signature Practices (U1, U4, and U6)  
Departments will submit evidence for formative assessment via Google Slide and how it was used to make instructional shifts  
Commit to and monitor classroom visits with a focus on our Signature Practices.

**Progress Monitoring:**

Previous Year:

All :48% Met Typical Growth

Black/AA: 51% Met Typical Growth

EL: 46% Met Typical Growth

**Fall/Winter Goal:**

All: 53% Met Typical Growth

Black/AA: 56% Met Typical Growth

EL: 53% Met Typical Growth

**Spring Goal:**

All: 58% Met Typical Growth

Black/AA: 61% Met Typical Growth

EL: 58% Met Typical Growth

Progress will be monitored after administering the Winter and Spring Diagnostic to see if we are meeting our established goals.

Twice a week, during advisory students will work on iReady lessons. Lessons are differentiated to meet the needs of each student.

After each diagnostic, teachers will work with students to create a goal and then teachers will progress monitor students to ensure they are working towards their goal.

## **Comprehensive Needs Assessment**

# **Mathematics**

## Written Analysis - Math Findings

### Written Analysis

Math Overall (Met & Exceeded) 38%. 2% decrease from previous year. 39% 6th grade (Met & Exceeded). 1% decrease from previous year. 40% 7th grade (Met & Exceeded). 1% decrease from previous year. 36% 8th grade (Met & Exceeded). 3% decrease from previous year. 25% AA (Met & Exceeded). 0% growth from previous year. 30% Hispanic (Met & Exceeded). 0% growth from previous year. All subgroups scored above the At Risk Concern Level of 23.4%, with the exception of ELL and Special Ed.

## Comprehensive Needs Assessment

### Mathematics

## Written Analysis - Math Goals

### Written Analysis

By June 2024, 50% of our Bancroft students will score Met/Exceeded on SBAC Math, an 12% improvement from 2023. Bancroft students will achieve one year of academic growth and students achieving below grade level will demonstrate greater than one year of growth as measured by the iReady exam.. The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments.

#### ACTION PLAN:

- Develop PD plan with ILT focusing on U1, U4, and U6
- Bancroft teachers will work towards creating a common understanding of what our practices around U1, U4, and U6 looks like and sounds like from a teacher and student perspective
- All Bancroft educators will engage in differentiated, research-based, high-quality, on-going professional development on rigor and formative assessments
- Implement Homework House after school for students who need support with homework and classwork.
- Release days for departments to take part in a unit study/PDSA cycle and further analyze data
- Admin, dept. heads and IIC will take part in school walkthroughs w/ a focus on defined Signature Practices (U1, U4, and U6)
- Departments will submit evidence for formative assessment via Google Slide and how it was used to make instructional shifts
- Commit to and monitor classroom visits with a focus on our Signature Practices.

**Progress Monitoring:**

**Previous Year:**

All :55% Met Typical Growth  
Black/AA: 47% Met Typical Growth  
EL: 47% Met Typical Growth

**Fall/Winter Goal:**

All: 60% Met Typical Growth  
Black/AA: 52% Met Typical Growth  
EL: 52% Met Typical Growth

**Spring Goal:**

All: 65% Met Typical Growth  
Black/AA: 57% Met Typical Growth  
EL: 57% Met Typical Growth

Progress will be monitored after administering the Winter and Spring Diagnostic to see if we are meeting our established goals. Twice a week, during advisory students will work on iReady lessons. Lessons are differentiated to meet the needs of each student. After each diagnostic, teachers will work with students to create a goal and then teachers will progress monitor students to ensure they are working towards their goal.

## **Comprehensive Needs Assessment**

### **English Learners**

#### **Written Analysis - English Learner Findings**

##### **Written Analysis**

18% of ELL students (Met & Exceeded). 9% increase from previous year. 5% of ELL students (Met & Exceeded). 1% decrease from previous year.

## **English Learners**

## Written Analysis - English Learner Goals

### Written Analysis

All Bancroft's 6th grade cohort of LTEL students will be redesignated by the end of their 8th grade year as measured by the ELPAC exam.

#### ACTION PLAN

Develop PD plan with ILT focusing on U1, U4, and U6

Bancroft teachers will work towards creating a common understanding of what our practices around U1, U4, and U6 looks like and sounds like from a teacher and student perspective

All Bancroft educators will engage in differentiated, research-based, high-quality, on-going professional development on rigor and formative assessments

Implement Homework House after school for students who need support with homework and classwork.

Release days for departments to take part in a unit study/PDSA cycle and further analyze data

Admin, dept. heads and IIC will take part in school walkthroughs w/ a focus on defined Signature Practices (U1, U4, and U6)

Departments will submit evidence for formative assessment via Google Slide and how it was used to make instructional shifts

Commit to and monitor classroom visits with a focus on our Signature Practices.

#### Progress Monitoring:

Previous Year:

EL: 46% Met Typical Growth

Fall/Winter Goal:

EL: 53% Met Typical Growth

Spring Goal:

EL: 58% Met Typical Growth

Progress will be monitored after administering each iReady diagnostic exam to see if we are meeting our established goals for our EL students.

Twice a week, during advisory students will work on iReady lessons. Lessons are differentiated to meet the needs of each student.

After each diagnostic, teachers will work with students to create a goal and then teachers will progress monitor students to ensure they are working towards their goal.

Implementation of after school tutoring/Saturday School to support EL students

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Findings

##### Written Analysis

Overall attendance rate 93%. 2% higher from previous year.23% Chronic Absenteeism. 1% higher from previous year.4.4% Overall Suspension Rate 34% of Students feel connected to an adult at school52% Sense of Belonging55% of students reported feeling safe on campus

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Goals

##### Written Analysis

By June 2024, 90% of Bancroft students will report feeling safe, 80% of students will report feeling a sense of belonging, and 70% of students will feel connected to a staff member on campus as measured by the Pulse and CORE Survey.

##### ACTION PLAN:

Create a Student Council

Administer a Google Form where students can provide examples of clubs they would like at Bancroft

Use results from Google Form to create clubs based on student interest

Safe & Civil will meet monthly to review data and implement systems to build school culture

Implement Restorative Justice practices

Progress Monitoring:

Agency:

All :78%

Black/AA: 80%

EL: 79%

Winter Goal:

All: 83%

Black/AA: 85%

EL: 84%

Spring Goal:

All: 88%

Black/AA: 90%

EL: 89%

Identity:

All :81%

Black/AA: 79%

EL: 80%

Winter Goal:

All: 86%

Black/AA: 84%

EL: 85%

Spring Goal:

All: 90% Met Typical Growth

Black/AA: 90% Met Typical Growth

EL: 90% Met Typical Growth

Sense of Belonging:

All :75%

Black/AA: 79%  
 EL: 74%

Winter Goal:  
 All: 85%  
 Black/AA: 89%  
 EL: 80%

Spring Goal:  
 All: 90%  
 Black/AA: 89%  
 EL: 85%

## Comprehensive Needs Assessment

### SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals



## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
We are sending teachers to the annual Safe & Civil professional development conference in Portland, OR. The 4 teacher leaders will attend sessions on classroom management geared toward positive restorative relationships, keeping the school safe and civil by implementing school-wide procedures such as all staff greeting students at the classroom door, and monitoring attendance. They will be leading professional development throughout the year, monitoring our CORE data through mini surveys, and they will be leading the work on making sure our discipline procedures are effective and that the system is fair and equitable. Also that it is communiated school wide. (PD 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Students will receive tutoring in any of their core subjects: ELA, math, science, and history. This tutoring will be provided by our site teachers and will occur after school. The purpose is to support students that are failing core classes. (IN 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Design Thinking is a program that gives students an opportunity to create models using mathematical reasoning. Students will be invited to participate in this event that will take place on Saturdays from 8:00-12:00. Students will work for 8 weeks and then showcase the models they created using the design thinking process. Students will create a design, discuss their plans, take measurements, start building, test their models, make adjustments, and finally have a finish product. Students will be separated by grade level and be supported by Design Thinking staff. (IN 5)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
The focus is to provide teachers with technology applications to enhance their instruction, especially as it pertains to formative assessment and engagement. We will purchase the following technology applications for the school year: Nearpod, Peergrade, and Flocabulary. For our Applied Technology Magnet (ATM) we will also purchase Adobe & WeVideo to support the instruction in those specialized classes. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
We plan to have three lunches in the 2022-23 school year in order to maintain the safest environment possible for our students. We would like to have additional recreational staff to facilitate lunch time activities. We purchased tether balls as well as other equipment to run games during lunches. We also have a game room that is often filled with students that don't do well in large crowds. We have a high special education poplulation and want to ensure that everyone is supervised and able to participate in the various activiities they feel comfortable in. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

Bancroft Middle School will have available a Homework House. This homework house center will be designed to facilitate students being successful in all of their classes. Teachers will staff the homework house center 4 afternoons (2:45 - 3:45 PM), which is a total of 4 hours a week. Parent permission and student contract will be necessary for participation in the homework house. We plan to run Homework House at the beginning of October through December, right before Winter break. It will pick up again during the second week of January and end right before the Memorial Day holiday. (IN 1)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	(Does not apply to this goal)
We plan to offer collaborative release days for teacher planning by quarter for all content teachers (1 day per quarter for Math, Science & History). ELA will have two days per quarter (one for professional development with planning time and the other for collaborative scoring followed by creating next steps for their students). All scheduled release days will have an agenda and teachers will be expected to show the outcome (plans) at the end of the day. The release time will be for using their data to do backwards planning using the standards. They will be working to support school and district initiatives such as our work in equity and use of GATE strategies. In addition we want to make sure that all teachers are using the same rubrics, giving timely feedback to students, and setting goals for interventions based on the assessments. The curriculum coaches will help guide the planning days. Special Education teachers will plan with the Math & ELA teams. (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	(Does not apply to this goal)
We have a group of teacher leaders (department heads) that will participating in the district Collaborative Inquiry Visits (CIV) process. The teachers will visit CIV partner schools to observe classrooms and then meet back at Bancroft to plan our next steps based on the visits and site data collected. We will also visit all classrooms at Bancroft. (PD 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

<b>Core Program - English Language Arts</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.</li> <li>• Reading and writing analysis grounded in evidence from text.</li> <li>• Regular practice with reading and producing complex text and its academic vocabulary with intensity.</li> </ul> <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning &amp; Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>LBUSD Supplemental Instructional Resources</p>

## **Accountability Measure 1: Increase Achievement**

### **Interventions**



<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Current software, Blocks i is no longer compatible with IOS platform. Other  100	Software program to monitor student screens. Blocks i is no longer compatible with iOS platform.	All Students	Title 1 \$1,000 Materials - Title 1 100%	11/08/2023 - 06/19/2024 Daily	Mrs. Milton Mr. Swain	Daily Other 100

<p>Additional resources available for students to complete their homework in a safe space, additional support from teachers, and access to textbooks, computers, and other supplies. D/F Rate 100</p>	<p>Bancroft Middle School will have available a Homework House. This homework house center will be designed to facilitate students being successful in all of their classes. Teachers will staff the homework house center 3 afternoons (2:45 - 3:45 PM), which is a total of 3 hours a week. Parent permission and student contract will be necessary for participation in the homework house. We plan to run Homework House at the beginning of October through December, right before Winter break. It will pick up again during the second week of January and end right before the Memorial Day holiday.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$6,108 Teacher Hourly P Schedule ( 1 ) for 78 hours annually - Title 1 100%</p>	<p>09/01/2023 - 06/30/2024 Weekly</p>	<p>Intervention Coordinator</p>	<p>The IIC will coordinate the schedule for Homework House. D/F Rate 100</p>
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Students need to learn how to use programs that will help them be successful in their high school pathways and into their careers. Other 100	Adobe is used in our advanced computer class so that students have professional workplace tools in order to learn and create their projects and presentations in the course.	All Students	LCFF \$1,000 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Technology Teachers	Principal and Assistant Principal Other 100
Students will learn career skills. Elective Curriculum 100	Storyboard: This program is used throughout our computer classes to storyboard ideas as well to show what students know regarding internet safety and computer vocabulary. It is also used in our film units to storyboard ideas into fruition.	Identified At-Risk Students	LCFF \$1,525 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Applied Technology Teachers (ATM)	Principal Elective Curriculum 100
Staff need to have access to district platforms, email, Google, etc. Other 100	The purchase of laptop computers for new staff members.	All Staff	LCFF \$7,000 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Principal	Principal Other 100



<p>We need support in connecting at risk youth to services. D/F Rate 20, Other College Readiness Measures 20, EL Reclassification 10, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 20</p>	<p>Parent Liaison to help identify the at risk students, create connections between the at-risk students and their families, offer tutoring, connect parents with resources, set up parent conferences, help at risk students track &amp; improve grades in school., and help at risk youth improve their attendance.</p>	<p>All Parents, English Learners, Identified At-Risk Students</p>	<p>Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Daily</p>	<p>Principal</p>	<p>Principal will meet regularly with the Parent Liaison. The Parent Liaison will collect data and report to the administrative team, to School Site Council, and to the school community. D/F Rate 20, Other College Readiness Measures 20, EL Reclassification 10, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 20</p>
<p>Students learn skills that enhance career skills. Elective Curriculum 100</p>	<p>Wevideo: This program is used throughout our advanced computer multimedia course to record and create films collaboratively.</p>	<p>Other Targeted Students</p>	<p>LCFF \$2,000 Materials - LCFF 100%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Applied Technology Teachers (ATM)</p>	<p>Principal Elective Curriculum 100</p>

Safety is a priority. We have a campus that is close to several other schools, therefore it is important to recognize our own students. Basic Services 100	Lanyards & ID protectors are necessary so that students can wear their identification while at school. Safety is important and ID's allow for staff to easily recognize students at our site.	All Students	LCFF \$3,000 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Principal	All Staff check ID's at the gate upon entering campus Basic Services 100
By having additional material/supplies teachers can create more extensive lessons and enhance the students' learning experience. Elective Curriculum 100	Department materials are important to enhance the experience that students have in courses. We are offering several elective courses and have labs which require material/supplies.	All Students	LCFF \$7,000 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Principal	Principal Elective Curriculum 100
Students with failing grades need support. SBAC ELA 40, SBAC Math 40, D/F Rate 20	Tutoring is necessary for struggling students.	Identified At-Risk Students	Title 1 \$15,663 Teacher Hourly P Schedule ( 10 ) for 20 hours annually - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Intervention Coordinator	Intervention Coordinator & Principal SBAC ELA 40, SBAC Math 40, D/F Rate 20

## Accountability Measure 1: Increase Achievement

### Program Description for Transitions

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
School Safety and a positive school culture a top priority. Culture-Climate Survey (Student-Staff) 100	We plan to have three lunches in the 2022-23 school year in order to maintain the safest environment possible for our students. We would like to have additional recreational staff to facilitate lunch time activities. We purchased tether balls as well as other equipment to run games during lunches. We also have a game room that is often filled with students that don't do well in large crowds. We have a high special education population and want to ensure that everyone is supervised and able to participate in the various activities they feel comfortable in.	LCFF Rec \$42,345 LCFF \$4,705 Hourly - Recreation Aide ( 4 ) for 650 hours annually - LCFF 10%; LCFF Rec 90%	09/01/2023 - 06/30/2024 Daily	Assistant Principal	The Assistant Principal will coordinate schedules and meet with the support team regularly.

**Accountability Measure 3: Professional Development**

**Professional Development**



<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
Current RJ coach was reassigned to another site by the Secondary Office Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 90	With the loss of Bancroft's RJ coach, we would like to create a 3 member RJ team that would fill the role of the RJ coach. This team would model and train other teachers to implement Restorative Justice practices in their classrooms.	Title 1 \$9,597 Teacher Hourly Extra Comp ( 3 ) for 37 hours annually - Title 1 100%	11/08/2023 - 06/19/2024 Monthly	Mr. Greenwald Mrs. Hamm Hirsch Mrs. Tinsley	As needed.
Based on school wide goals ILT will help support teachers with the implementation of QCI SBAC ELA 40, SBAC Math 40, High School Readiness 20	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.	Title 1 \$8,170 Teacher Hourly Extra Comp ( 7 ) for 13.5 hours annually - Title 1 100%	11/08/2023 - 06/19/2024 Monthly	Principal IIC AP	Admin. team will monitor the work of ILT through agendas, PD exit slips.
There is a need for teachers to collaborate, to attend professional development and plan lessons based on the data they are receiving from common assessments. SBAC ELA 40, SBAC Math 40, Culture-Climate Survey (Student-Staff) 20	We plan to offer collaborative release days for teacher planning by quarter for all content teachers (1 day per quarter for Math, Science & History). ELA will have two days per quarter (one for professional development with planning time and the other for collaborative scoring followed by creating next steps for their students). All	LCFF \$35,980 Substitute teacher full day ( 7 ) for 3 days - LCFF 100% Substitute teacher full day ( 12 ) for 6 days - LCFF 100% Substitute teacher full day ( 7 ) for 7 days - LCFF 100%	08/15/2023 - 06/01/2024 Quarterly	Principal	Principal and Assistant Principal will be working closely with department heads and curriculum leaders for the district.

<p>scheduled release days will have an agenda and teachers will be expected to show the outcome (plans) at the end of the day. The release time will be for using their data to do backwards planning using the standards. They will be working to support school and district initiatives such as our work in equity and use of GATE strategies. In addition we want to make sure that all teachers are using the same rubrics, giving timely feedback to students, and setting goals for interventions based on the assessments. The curriculum coaches will help guide the planning days. Special Education teachers will plan with the teachers they support (co-teach partners).</p>				
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<p>We want to build relations with teachers across the district. We want to find teachers that are getting positive results and use those examples to help plan next steps at our own site. Core Curriculum 100</p>	<p>We have a group of teacher leaders (department heads) that will participating in the district Collaborative Inquiry Visits (CIV) process. The teachers will visit CIV partner schools to observe classrooms and then meet back at Bancroft to plan our next steps based on the visits and site data collected. We will also visit all classrooms at Bancroft.</p>	<p>LCFF \$1,014 Substitute teacher full day ( 4 ) for 1 days - LCFF 100%</p>	<p>09/01/2023 - 06/30/2024 Semester</p>	<p>Principal</p>	<p>Principal will be meeting with the group to prepare the visits, to debrief, and to plan next steps.</p>
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**Accountability Measure 3: Professional Development**

**Teacher Involvement**

**Describe Teacher Involvement**

Written Analysis

**Accountability Measure 4: Parent & Community**

**Parent and Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Planners help to keep students organized. It is also an effective tool for parents to support their children. Basic Services 100	Planners to help students stay organized. Planners help parents communicate with teachers and help parents support students.	Par Inv \$2,000 Materials - Par Inv 100%	07/01/2023 - 06/30/2024 Daily	Teachers	Teachers



### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	331618
Title I Parent and Family Involvement (3008)	4284

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	64120

\* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

*During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.*

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP):** Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

### **Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Social Worker: Foster Care**

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

### **Behavior Specialist**

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

### **Male and Female Leadership Academy**

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

### **Research LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Centralized Services**

#### **Middle School Summer Bridge**

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

#### **Homework Helpline 562.437.2859**

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

#### **Travel/Conferences**

Enables staff to develop requisite knowledge about the program(s) they lead.

#### **Education Celebration**

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

#### **CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

#### **Data PD / Summer Admin PD**

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

#### **Supplemental Examinations**

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

**Kinder Festivals**

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

**Robotics**

These supplemental materials are designed to assist in research and special programs related to STEM.

**SEAL Summer Program**

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Youth Orchestra**

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Patrick Booker	06-14-2024
Staff	Classroom Teacher	Mali Hamm	06-14-2024
Staff	Classroom Teacher	Patricia Martinez	06-14-2024
Staff	Classroom Teacher	Lisa Nakama	06-14-2024
Staff	Classroom Teacher	Ruffin Swain	06-14-2024
Staff	Non Classroom Teacher	Christina Traylor	06-14-2024
Community	Parent	Janelle [REDACTED]	06-14-2024
Community	Parent	Kristie [REDACTED]	06-14-2024
Community	Parent	Antonio [REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-14-2024

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Yolanda [REDACTED]
DELAC Representative	Parent of EL Student (required)	Yana [REDACTED]
Principal or Designee	Staff Member (required)	Patrick Booker
Secretary	Staff Member (required)	Christina Traylor

Name	Representing
Antonio [REDACTED]	Parent of EL Student
Santa [REDACTED]	Parent of EL Student
Gabriel Hirsh	Staff Member
Tuan Nguyen	Staff Member

## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/28/2023



<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>ELAC members reviewed last year's plans and were disappointed at the lack of implementation. Members were in agreement on the following recommendations:</p> <ul style="list-style-type: none"> <li>-Tutoring specifically designed for English Learner students for two purposes <ul style="list-style-type: none"> <li>-Provide strategies to increase passage rates in all categories of the ELPAC/CELDT in all four categories: Listening, Reading, Speaking, and Writing.</li> <li>-To assist in comprehension and completion of classwork, homework and projects.</li> </ul> </li> </ul> <p>The ELAC recommendations to SSC members are as follows:</p> <ul style="list-style-type: none"> <li>-EL Tutoring on Monday-Friday, no Saturdays since this will negatively impact attendance. Members stated other parents have other obligations in conflict with Saturday School . Members would like the former teacher, Mrs. Tamer to facilitate but are unsure if this is possible. Mrs. Traylor stated she was unsure if Hirsh would be available. More to be announced after recommendations are submitted to SSC for approval.</li> </ul> <p>Based on a</p>
<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students  SBAC Math for EL students  EL Student Grades  RFEP Student Grades  CELDT/ELPAC Results  Reclassification Data  Language Census Data  EL Attendance Rates  Other: At-Risk English Learners, Long-Term English Learners</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations</p>	<p>11/29/2023</p>

6. What was SSC's response to ELAC recommendations?	The members of SSC response to ELAC members is as follows: -SSC members approve EL specific tutoring, Monday-Friday, no Saturdays but are unsure of a teacher who is available/willing. Terms will be determined at a later date. -Progress reports regarding EL progress and attendance will be provided to parents whose students participate in this intervention only.
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## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/29/2023
2. The SSC approved the **Home-School Compact** on 10/25/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/25/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 09/28/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/29/2023
6. The SPSA was approved at the following SSC Meeting: 11/29/2023

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# SBAC ELA 2023 :: School Data by Subgroup

## Bancroft

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	829	45%	20	25	35	20	55%	↑2		↑1	
	All Middle	54%	29	25	29	16	46%	↓1		↓2	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 06	260	51%	20	31	33	15	49%	↓3		↓5
		All Middle	57%	30	27	27	16	43%	↓2		↓8
		District	56%	29	27	27	17	44%	↓2		↓8
	Gr. 07	269	40%	17	23	38	22	60%	↑5		↑8
		All Middle	51%	28	24	32	17	49%	↓1		↑4
		District	50%	27	23	32	18	50%	↓2		↑4
	Gr. 08	300	45%	22	23	34	22	55%	↑4		↑1
		All Middle	55%	29	25	30	16	45%	↓-		↓4
		District	53%	28	25	30	17	47%	↓1		↓4
Ethnicity	Hispanic	430	54%	23	30	33	13	46%	↑2		↑2
		All Middle	60%	32	28	28	11	40%	↓1		↓3
		District	58%	33	25	26	16	42%	↓-		↓1
	White	98	34%	12	21	41	26	66%	-		-
		All Middle	27%	12	15	37	36	73%	↑-		↓2
		District	26%	11	15	30	44	74%	↑1		↓2
	African American	97	57%	32	25	27	16	43%	↓1		↑1
		All Middle	70%	43	27	22	8	30%	↓3		↓3
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	83	24%	8	16	46	30	76%	↑1		↑4
		All Middle	36%	17	19	35	29	64%	↓2		↓-
		District	34%	17	18	30	36	66%	↑-		↑1

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Bancroft

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Other	76	33%	16	17	36	32	67%	↑-		↓4
		All Middle	36%	16	20	34	30	64%	↑-		↓1
		District	33%	16	17	29	38	67%	↑1		↓-
	Cambodian	66	33%	14	20	38	29	67%	↓4		↑2
		All Middle	39%	18	21	35	26	61%	↑-		↑1
		District	39%	19	20	32	29	61%	↑1		↑3
	Filipino	38	18%	3	16	32	50	82%	↓-		-
		All Middle	32%	10	21	34	35	68%	↑2		↑2
		District	28%	11	17	31	41	72%	↑2		↑1
	Pacific Islander	7*	29%		29	57	14	71%	↑26		-
All Middle		60%	31	29	36	5	40%	↓-		↓3	
District		63%	31	32	28	9	38%	↓2		↓2	
Gender	Female	374	40%	13	27	38	22	60%	↑3		↑2
		All Middle	49%	25	24	32	19	51%	↓2		↓2
		District	47%	25	22	28	24	53%	↓-		↓1
	Male	454	50%	25	24	32	18	50%	↑1		↑1
		All Middle	59%	33	26	27	14	41%	↑-		↓3
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	1*	0%			100	100%	100%	↑50		-
All Middle		43%	17	26	48	9	57%	↓4		↓7	
District		40%	13	27	38	22	60%	↑6		↓6	
Special Populations	EL + RFEP	165	56%	24	32	32	12	44%	↓4		↑1
		All Middle	64%	35	29	26	10	36%	↓2		↓2
		District	64%	38	26	24	12	36%	↓1		↓1

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



Bancroft

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	60	82%	43	38	15	3	18%	↑8		↑7
		All Middle	92%	65	26	8		8%	↑3		↑1
		District	86%	60	25	11	3	14%	↑4		↑2
	RFEP	105	41%	12	29	42	17	59%	↓3		↓3
		All Middle	48%	18	30	36	16	52%	↓1		↓4
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	3*	33%	33	33	33		67%	-		-
		All Middle	76%	49	27	20	4	24%	↓3		↓6
		District	75%	50	25	16	9	25%	↓3		↓4
	GATE/Excel	192	16%	4	13	42	42	84%	↑1		↓2
		All Middle	16%	4	12	40	44	84%	↓3		↓3
		District	14%	3	11	32	54	86%	↓-		↓4
	Homeless	71	55%	25	30	37	8	45%	↑4		↑5
		All Middle	68%	40	28	25	7	32%	↓3		↓2
		District	64%	40	24	24	12	36%	↓1		-
	Homeless/Foster	74	54%	26	28	36	9	46%	↑3		↑4
		All Middle	69%	41	28	25	7	31%	↓3		↓3
		District	65%	41	24	23	12	35%	↓1		↓-
Low SES	805	45%	19	25	35	20	55%	↑9		↑1	
	All Middle	59%	32	27	28	13	41%	↑1		↓2	
	District	59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	86	84%	56	28	12	5	16%	↑-		↓1	
	All Middle	87%	66	21	10	3	13%	↑1		↑-	
	District	84%	65	19	11	5	16%	↑1		↑1	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Bancroft

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Special Populations	Spec Ed.	62	81%	44	37	15	5	19%	↓5	↓2
	Speech/RSP	All Middle	82%	57	25	14	4	18%	↑1	↑-
	District	79%	56	23	14	7	21%	↑2	↑1	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Bancroft

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	828	62%	35	27	20	18	38%	↓2		↓1	
	All Middle	70%	44	25	16	14	30%	↓-		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 06	262	61%	30	31	24	16	39%	↓1		↑2
	All Middle	68%	41	27	17	14	32%	↑-		↓2	
	District	67%	39	27	18	15	33%	↑1		↓1	
	Gr. 07	267	61%	33	29	20	18	39%	↓2		↓1
	All Middle	68%	42	26	18	14	32%	↑1		↑-	
	District	68%	42	26	18	15	32%	↑1		↑-	
Gr. 08	299	64%	40	23	16	20	36%	↓2		↓3	
	All Middle	73%	50	23	13	13	27%	↓2		↓4	
	District	72%	49	23	14	14	28%	↓2		↓3	
Ethnicity	Hispanic	427	70%	41	29	17	12	30%	↓1		↑1
	All Middle	77%	50	27	14	9	23%	↓-		↓2	
	District	72%	45	27	17	11	28%	↑2		↓5	
	White	99	47%	20	27	26	26	53%	↓5		↓5
	All Middle	39%	20	20	28	33	61%	↑2		↑1	
	District	38%	17	21	27	35	62%	↑3		↓6	
	African American	99	75%	48	26	12	13	25%	↓-		-
	All Middle	84%	62	22	10	6	16%	↓-		↓-	
	District	82%	57	25	12	6	18%	↑1		↓4	
Asian	83	37%	24	13	28	35	63%	↓4		↑4	
All Middle	52%	28	24	21	27	48%	↓4		↓2		
District	49%	25	24	22	29	51%	↓1		↓6		

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



Bancroft

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	75	53%	24	29	23	24	47%	↓6		↓1
		All Middle	50%	25	25	23	27	50%	↑-		↓3
		District	45%	23	22	24	31	55%	↑-		↓5
	Cambodian	66	47%	29	18	29	24	53%	↓9		↑3
		All Middle	57%	30	27	22	22	43%	↓3		↓4
		District	55%	28	27	23	23	45%	↓2		↓5
	Filipino	38	45%	8	37	21	34	55%	↓14		↓13
		All Middle	51%	22	29	20	29	49%	↓2		↓4
		District	44%	19	25	24	33	56%	↓-		↓6
	Pacific Islander	7*	57%	29	29	43		43%	↑16		-
All Middle		79%	45	33	15	7	21%	↓1		↓3	
District		76%	46	30	17	8	24%	↓-		↓5	
Gender	Female	372	64%	33	31	21	15	36%	↓1		-
		All Middle	71%	45	26	16	13	29%	↓1		↓1
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	455	60%	36	25	18	21	40%	↓3		↓1
		All Middle	69%	44	25	16	15	31%	↑-		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	1*	100%	100				0%	↓50		-
All Middle		61%	43	17	22	17	39%	↓1		↑3	
District		62%	42	20	22	16	38%	↑4		↓2	
Special Populations	EL + RFEP	165	68%	42	26	20	12	32%	↓4		-
		All Middle	79%	53	26	13	8	21%	↓1		↓2
		District	77%	52	26	14	8	23%	↑1		↓6

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Bancroft

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	60	95%	73	22	3	2	5%	↑1		↓4
		All Middle	97%	82	15	3		3%	↑1		↓1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	105	53%	25	29	30	17	47%	↑1		↑2
		All Middle	69%	36	33	19	12	31%	↑-		↓3
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	3*	33%		33			67%	↑50		-
		All Middle	87%	67	20	10	3	13%	↑1		↓2
		District	85%	62	23	13	2	15%	↑2		↓3
	GATE/Excel	193	25%	10	16	26	49	75%	↓2		↑2
		All Middle	29%	9	20	29	42	71%	↓3		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	71	66%	49	17	18	15	34%	↑6		↑5
		All Middle	83%	57	26	11	6	17%	↓1		↓2
		District	78%	52	26	14	8	22%	↑-		↓4
	Homeless/Foster	74	65%	49	16	18	18	35%	↑8		↑4
		All Middle	84%	58	26	11	6	16%	↓1		↓2
		District	79%	53	25	14	7	21%	↑1		↓4
Low SES	804	61%	34	27	20	19	39%	↑6		↓-	
	All Middle	75%	49	26	14	10	25%	↑2		↓2	
	District	73%	46	27	17	11	27%	↑2		↓5	
Special Ed.	87	89%	69	20	6	8	11%	↑1		-	
	All Middle	92%	79	13	5	3	8%	↑1		↑1	
	District	88%	72	16	8	5	12%	↑2		↓1	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Bancroft

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	63	86%	59	27	6	8	14%	↓2		-
	Speech/RSP	All Middle	89%	72	17	7	4	11%	↑1		↑1
	District	84%	64	20	10	8	16%	↑2		↓1	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



# SBAC Science 2023 :: School Data by Subgroup

## Bancroft

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	299	75%	17	58	16	9	25%	↓4		-	
	District	74%	17	57	18	8	26%	↑1		-	
	All Middle	78%	22	57	16	6	22%	↓1		-	
Grade	Gr. 08	299	75%	17	58	16	9	25%	↓4		-
	All Middle	78%	22	57	16	6	22%	↓1		-	
	District	77%	21	56	16	7	23%	↓1		-	
Ethnicity	Hispanic	159	81%	17	64	11	8	19%	↓6		-
		District	81%	19	62	15	4	19%	↑1		-
		All Middle	85%	24	61	12	3	15%	↓-		-
	African American	37	84%	32	51	16		16%	↓1		-
		District	86%	29	57	12	2	14%	↑1		-
		All Middle	88%	38	50	10	2	12%	↓1		-
	White	33	67%	18	48	21	12	33%	↓10		-
		District	51%	6	45	29	20	49%	↑1		-
		All Middle	53%	8	45	28	19	47%	↓1		-
	Asian	31	55%	10	45	35	10	45%	↓3		-
		District	57%	6	50	28	15	43%	↑2		-
		All Middle	61%	10	51	28	11	39%	↓-		-
	Other	24	63%	13	50	25	13	38%	↑4		-
		District	56%	11	46	25	18	44%	↓-		-
		All Middle	62%	14	48	23	15	38%	↓-		-
Cambodian	21	57%	14	43	33	10	43%	↑2		-	
	District	65%	9	56	25	10	35%	↑-		-	
	All Middle	71%	14	58	21	8	29%	↓2		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Bancroft

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	12*	58%	58	17	25	42%	↑17		-	
		District	54%	5	49	29	18	46%	↑2		-
		All Middle	64%	5	59	23	13	36%	↓3		-
	Pacific Islander	3*	100%	100			0%	↓14		-	
		All Middle	91%	23	68	9		9%	↓1		-
		District	88%	20	69	10	2	12%	↓4		-
Gender	Female	123	78%	15	63	15	7	22%	↓3		-
		District	75%	15	60	18	7	25%	↑1		-
		All Middle	78%	19	59	16	6	22%	↑-		-
	Male	175	73%	18	54	18	10	27%	↓6		-
		District	74%	19	55	18	8	26%	↑1		-
		All Middle	79%	24	54	15	6	21%	↓2		-
	Nonbinary	1*	100%	100			0%	↓50		-	
		All Middle*	82%	18	64	18		18%	↓11		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	75	83%	17	65	11	7	17%	↓14		-
		District	84%	21	63	13	3	16%	↑1		-
		All Middle	87%	26	61	11	2	13%	↓1		-
	ELL	29	97%	38	59	3		3%	↑3		-
		District	98%	40	58	2		2%	↑-		-
		All Middle	100%	52	48			0%	↓-		-
	RFEP	46	74%	4	70	15	11	26%	↓12		-
		District	75%	10	66	20	5	25%	↑3		-
		All Middle	80%	12	68	17	4	20%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



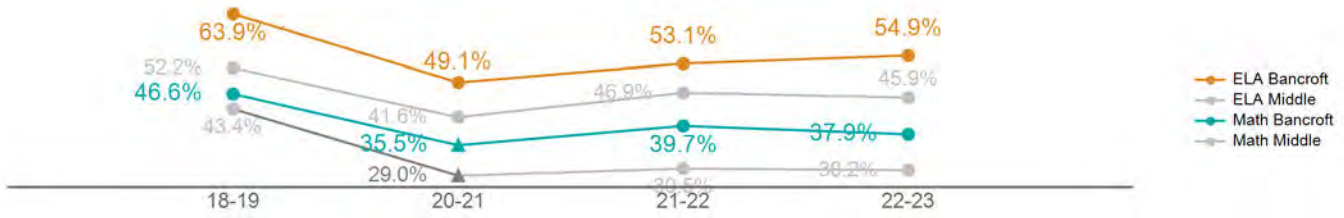
Bancroft

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Special Populations	1*	0%			100	100%	↑100		-	
	Foster	District	88%	31	58	8	4	12%	↓3	
	All Middle	96%	37	59	4		4%	↓6		
	GATE/Excel	77	51%	1	49	27	22	49%	↓17	
	District	43%	3	41	34	23	57%	↓2		
	All Middle	47%	3	44	33	19	53%	↓11		
	Homeless	23	83%	13	70	13	4	17%	↓5	
	All Middle	91%	34	57	6	2	9%	↓4		
	District	86%	24	62	10	3	14%	↓1		
	Homeless/Foster	24	79%	13	67	17	4	21%	↓1	
	All Middle	91%	34	57	6	2	9%	↓4		
	District	87%	25	62	10	3	13%	↓1		
	Low SES	290	74%	16	58	17	9	26%	↑4	
	All Middle	83%	24	59	13	4	17%	↑1		
	District	81%	20	61	15	4	19%	↑2		
	Special Ed.	29	97%	45	52	3		3%	↑1	
	All Middle	96%	50	46	4		4%	↓1		
	District	93%	47	46	5	2	7%	↑1		
Spec Ed. Speech/RSP	19*	95%	42	53	5		5%	↑1		
All Middle	94%	41	53	5		6%	↓2			
District	90%	37	53	7	3	10%	↑1			

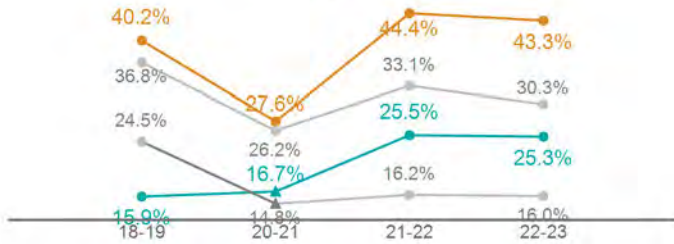
The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

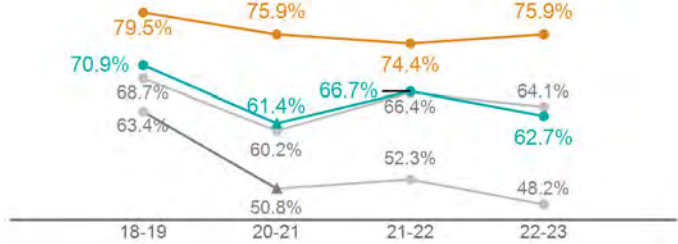
**Bancroft  
All Students  
N = 829**



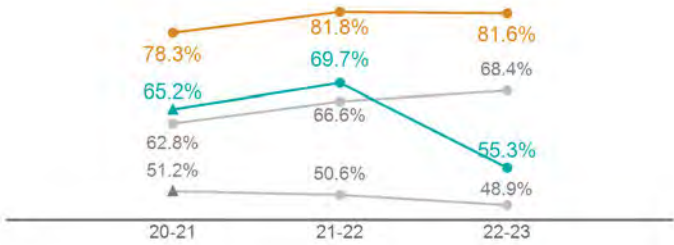
**African American  
N = 99**



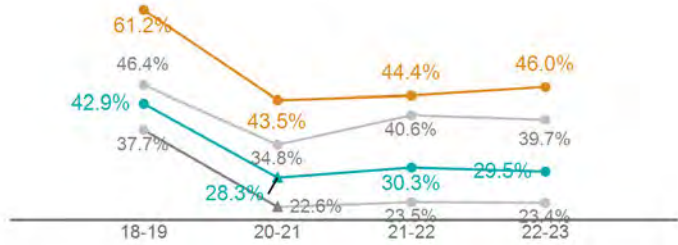
**Asian  
N = 83**



**Filipino  
N = 38**



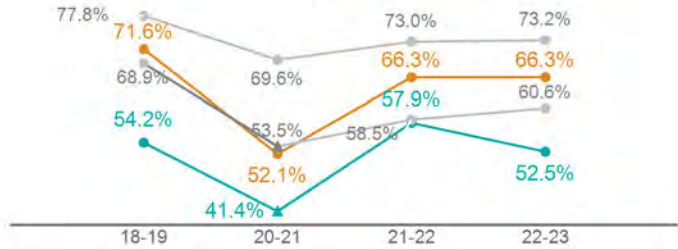
**Hispanic  
N = 430**



**Pacific Islander**

Subgroup with fewer than 20 students.

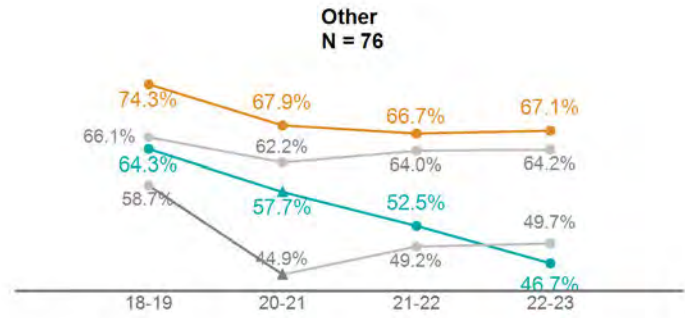
**White  
N = 99**



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

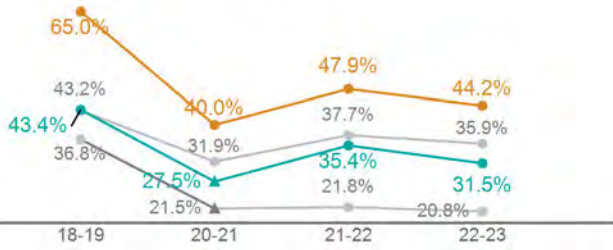
**Native American**  
Subgroup with fewer than 20 students.



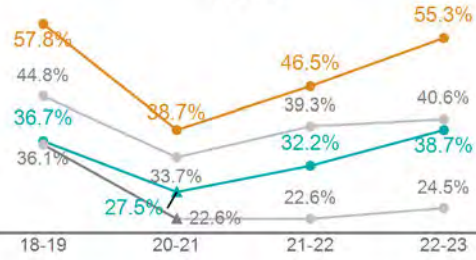


# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**EL + RFEP**  
N = 165



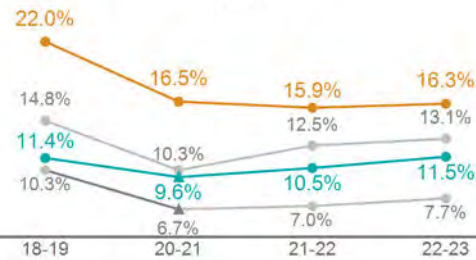
**Low SES**  
N = 805



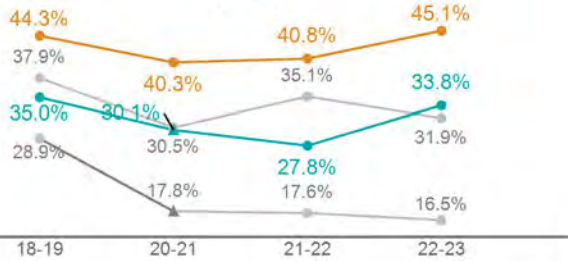
**English Learner**  
N = 60



**Special Education**  
N = 87



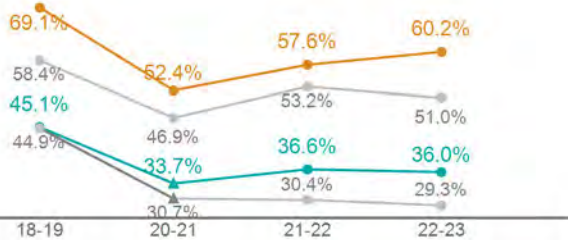
**Homeless**  
N = 71



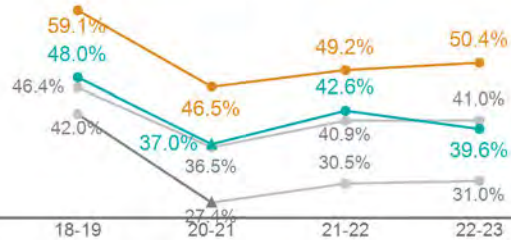
**Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 374



**Male**  
N = 455



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑5
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		↓1
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑12
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑3
Cleveland	217	23%	6	16	30	47	77%	↑-		↑1
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑16
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑11
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑10
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑6
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑11

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑2
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑5
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑10
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓7
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		↓1
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑4
Prisk	273	22%	7	15	26	52	78%	↓2		↑8
Riley	196	55%	34	20	22	23	45%	↓2		↑6
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑8
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑14
Smith	352	65%	39	26	19	16	35%	↓2		-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑5
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓7
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓4
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Math 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓8
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓7
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓6
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑4
Twain	193	54%	26	27	26	20	46%	↑2		↑1
Webster	224	74%	47	27	18	8	26%	↑1		↓6
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓6

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Science 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓2
Bancroft	829	45%	20	25	35	20	55%	↑2		↑1
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓10
Hoover	512	66%	35	31	25	9	34%	↓7		↓7
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑7
Keller	448	37%	11	25	41	22	63%	↓5		↓6
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓2
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓2
Rogers	746	29%	14	15	33	38	71%	↓1		↓3
Stanford	1,124	33%	15	19	36	31	67%	↑7		↓-
Stephens	700	63%	34	29	27	10	37%	↑10		↑4
Washington	909	74%	43	31	20	6	26%	↓3		↓6

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Math 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%				100	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

1/25/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,987	78%	22	57	16	8	22%	↓1		-
Bancroft	299	75%	17	58	16	9	25%	↓4		-
Franklin	331	85%	29	56	12	3	15%	↓-		-
Hamilton	239	88%	26	62	11		12%	↓7		-
Hoover	167	92%	30	62	8		8%	↓9		-
Hughes	416	69%	14	55	20	11	31%	↑2		-
IVA	1	0%		100%			100%	↑41		-
Jefferson	299	81%	17	64	15	4	19%	↑2		-
Keller	135	65%	7	59	24	11	35%	↓2		-
Lindbergh	137	88%	23	64	10	2	12%	↑3		-
Lindsey	239	89%	22	67	10		11%	↑1		-
Marshall	294	74%	20	54	21	4	26%	↓9		-
Nelson	276	93%	37	56	5		7%	↑1		-
Rogers	246	46%	9	38	33	21	54%	↑9		-
Stanford	365	62%	13	48	25	13	38%	↑3		-
Stephens	250	86%	29	57	11	3	14%	↓2		-
Washington	294	91%	32	59	6	3	9%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/25/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓1
Avalon	249	74%	44	30	19	7	26%	↓6		↓6
Cubberley	635	32%	17	16	29	39	68%	↑2		↑-
Muir	644	59%	33	26	25	16	41%	↓5		↓2
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		-
Robinson	541	69%	40	28	22	9	31%	↓7		↓4
Tincher	529	31%	13	18	32	37	69%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Math 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓7
Cubberley	638	45%	24	21	23	32	55%	↑2		↓8
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓30
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1
CAMS	162	1%			16	83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8
Jordan	422	71%	44	27	21	9	29%	↓2		↓10
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		↓9
Millikan	755	35%	16	18	34	32	65%	↑10		↓10
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓10
Renaissance	91	47%	21	26	29	24	53%	↑19		↓18
Sato	120	4%		3	2	39	57	96%	↓1	↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓14

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,737	75%	53	21	15	11	25%	↑3	↓25	
Browning	59	98%	83	15	2		2%	↓5	↓33	
Cabrillo	410	92%	69	23	7	2	8%	↓2	↓26	
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1	↓22	
Jordan	420	93%	75	18	7		7%	↑1	↓28	
Lakewood	603	85%	62	23	12	3	15%	↑2	↓22	
McBride	168	65%	36	29	28	7	35%	↑3	↓29	
Millikan	756	66%	35	30	21	13	34%	↑4	↓30	
Polytechnic	902	69%	54	15	17	13	31%	↑2	↓19	
Reid	53	100%	96	4			0%	-	↓16	
Renaissance	92	86%	64	22	10	4	14%	↑8	↓26	
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5	↓30	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Science 2022-2023 :: School Comparison by Subgroup

1/25/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All High	4,432	75%	14	62	19	6	25%	↑3		-	
Browning	59	92%	29	63	8		8%	↑1		-	
Cabrillo	375	87%	14	73	13		13%	↑4		-	
CAMS	163			21%	20	47	33	79%	↓-		-
EPHS	88	95%	19	76	5		5%	↓8		-	
Jordan	454	91%	20	71	9		9%	↑2		-	
Lakewood	635	85%	12	72	14	2	15%	↓4		-	
McBride	152	69%	7	62	19	12	31%	↑15		-	
Millikan	657	72%	12	59	23	6	28%	↑2		-	
Polytechnic	852	70%	14	56	23	8	30%	↑2		-	
Reid	60	98%	43	55	2		2%	↑2		-	
Renaissance	88	85%	16	69	15		15%	-		-	
Sato	93			20%	20	45	34	80%	↑19		-
Wilson	756	76%	14	62	20	4	24%	↑11		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	1	100%	100			0%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 Report Name:SBAC - Achievement\_Report\_by\_Subgroup - ARC Report #1097

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-	↓1

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

1/25/24

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



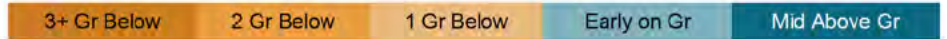
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	263	19	13	43	20	6
			2	265	13	8	37	29	12
			3	253	12	8	34	24	22
	Teacher	Mok, B	1	157	16	13	43	23	5
			2	161	12	8	37	29	13
			3	157	13	8	31	27	20
		Patel, J	1	100	21	12	43	16	8
			2	102	15	8	36	29	12
			3	100	12	9	38	18	23
	Ethnicity	African American	1	29	31	14	48	3	3
			2	30	20	13	47	17	3
			3	26	23	8	38	27	4
		Asian	1	23	4	48	30	17	
			2	23	4	4	26	35	30
			3	23	4	22	22	52	
		Filipino	1	12	58		33	8	
			2	12	42		42	17	
			3	12	25		33	42	
		Hispanic	1	135	23	17	40	19	1
			2	135	15	10	42	24	9
			3	132	14	11	39	22	14
		Pacific Islander	1	2	100				
			2	2				100	
			3	2				100	
White	1	41	12	10	39	22	17		
	2	41	12	5	24	44	15		
	3	37	14	5	24	24	32		
Other	1	21	14	10	43	29	5		
	2	22	9	9	27	32	23		
	3	21	5	10	38	19	29		

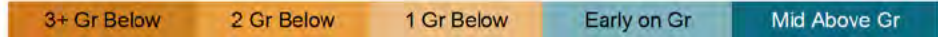


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 6

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Gender	Female	1	120	18	15	47	19	2
			2	118	10	9	41	29	11
			3	117	11	9	37	23	21
		Male	1	143	20	10	40	20	10
			2	147	15	7	34	30	14
			3	136	13	7	32	24	23
	Special Populations	Low SES	1	256	18	13	43	20	6
			2	257	12	9	37	29	13
			3	246	11	8	35	24	22
		ELL	1	17	47	24	29		
			2	17	41	18	35	6	
			3	17	29	18	41	12	
		RFEP	1	20	5	5	70	20	
			2	20		5	35	50	10
			3	20		5	35	40	20
		EL + RFEP	1	37	24	14	51	11	
			2	37	19	11	35	30	5
			3	37	16	8	38	27	11
		Special Ed.	1	30	50	10	30	7	3
			2	31	48	3	32	13	3
			3	29	38	17	28	14	3
		Spec Ed. Speech/RSP	1	21	29	14	43	10	5
			2	22	32		45	18	5
			3	20	15	20	40	20	5
		Foster	1	2	50		50		
			2	2			50	50	
			3	1				100	
Homeless	1	25	28	8	44	12	8		
	2	24	17	13	42	25	4		
	3	24	25	8	29	21	17		
GATE/Excel	1	57		4	30	44	23		
	2	59			3	15	47	34	
	3	57			2	18	16	65	



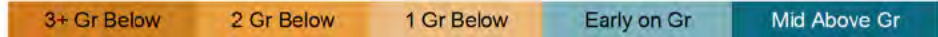


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	266	21	19	37	17	6	
			2	274	16	14	41	19	11	
			3	247	11	14	35	22	19	
	Teacher	Courter, C	1	1	100					
			2	1	100					
			3	1	100					
		Hopper, J	1	94	14	19	34	20	13	
			2	101	11	11	39	25	15	
			3	97	7	12	32	22	27	
		Hun, S	1	34	9	15	53	18	6	
			2	34	12	3	44	29	12	
			3	29	7		45	31	17	
		Patel, J	1	68	10	16	46	25	3	
			2	71	11	14	41	21	13	
			3	67	9	9	33	30	19	
		Sonoqui, S	1	63	41	25	30	3		
			2	64	27	25	44	3		
			3	60	25	27	37	8	3	
		Ethnicity	African American	1	37	32	22	30	11	5
				2	34	21	15	41	9	15
				3	31	13	16	39	19	13
	Asian		1	27	7	7	30	41	15	
			2	29	14		34	34	17	
			3	28	4	7	29	32	29	
	Filipino		1	13	23		31	38	8	
			2	14	7	7	21	50	14	
			3	14	7		29	29	36	
Hispanic	1		137	24	23	40	9	3		
	2		139	23	16	42	12	6		
	3		121	16	19	41	11	13		
Pacific Islander	1	1					100			
	2	2	100							
	3	2			50		50			

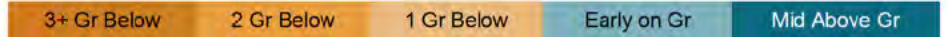


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Ethnicity	White	1	24	8	8	50	33	
			2	26	8		54	31	8
			3	23			4	17	57
		Other	1	27	15	22	33	11	19
			2	30	13	10	33	23	20
			3	28		11	7	25	32
	Gender	Female	1	131	21	15	39	19	5
			2	136	17	13	40	21	9
			3	118	11	16	31	23	19
		Male	1	135	21	22	36	15	7
			2	138	15	14	41	17	12
			3	129	11	12	38	21	19
	Special Populations	Low SES	1	257	20	19	38	17	6
			2	265	15	13	41	20	11
			3	240	10	14	35	23	19
		ELL	1	14	36	29	29	7	
			2	15	33	13	53		
			3	12	25	25	50		
		RFEP	1	38	18	18	45	8	11
			2	39	13	18	41	15	13
			3	35	11	14	37	20	17
		EL + RFEP	1	52	23	21	40	8	8
			2	54	19	17	44	11	9
			3	47	15	17	40	15	13
Special Ed.		1	25	44	16	32	8		
		2	25	36	24	24	12	4	
		3	26	31	19	35	12	4	
Spec Ed. Speech/RSP		1	20	35	20	40	5		
		2	20	30	25	30	10	5	
		3	22	27	23	36	9	5	
Foster	1	1	100						
	2	1	100						
	3	1	100						

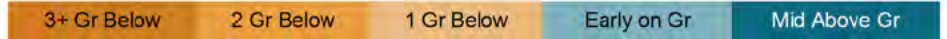


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	Homeless	1	28	36	29	25	7	4
			2	25	12	36	36	12	4
			3	21	10	19	48	10	14
		GATE/Excel	1	55		7	35	36	22
			2	58		2	31	31	36
			3	53		19	30	51	





# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 8

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	277	23	13	35	16	13	
			2	291	22	11	32	18	16	
			3	267	22	10	28	18	22	
	Teacher	Courter, C	1	8	100					
			2	8	88			13		
			3	8	88			13		
		Hopper, J	1	56	73		11	16		
			2	70	69		16	16		
			3	62	63		15	19	3	
		Hun, S	1	127	14	16	39	20	11	
			2	126	12	10	37	21	19	
			3	118	9	12	32	27	19	
	Sonoqui, S	1	95	8	11	37	21	23		
		2	96	3	9	36	28	23		
		3	94	6	7	29	19	38		

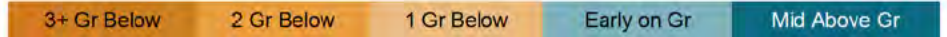
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 8



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Ethnicity	African American	1	33	45 12 21 21				
			2	34	32 21 26 12 9				
			3	34	41 12 18 15 15				
		Asian	1	31	13 13 19 23 32				
			2	31	13 3 32 26 26				
			3	30	10 13 13 20 43				
		Filipino	1	12	8 8 33 8 42				
			2	12	50 8 42				
			3	11	45 18 36				
		Hispanic	1	145	29 14 38 10 9				
			2	154	29 12 30 18 12				
			3	143	27 12 31 15 15				
		Pacific Islander	1	3	33 67				
			2	3	33 67				
			3	2	50 50				
		White	1	30	10 10 37 27 17				
			2	34	15 12 41 15 18				
			3	27	11 11 22 22 33				
		Other	1	23	13 52 17 17				
			2	23	4 13 30 26 26				
			3	20	5 35 35 25				
Gender	Female	1	118	20 15 37 17 10					
		2	119	18 12 36 21 13					
		3	112	21 7 36 19 17					
	Male	1	159	26 11 33 15 16					
		2	171	25 11 29 16 19					
		3	154	23 12 22 18 25					
Nonbinary	2	1	100						
	3	1	100						
Special Populations	Low SES	1	269	23 13 35 16 14					
		2	282	22 11 32 19 16					
		3	261	22 10 28 18 22					

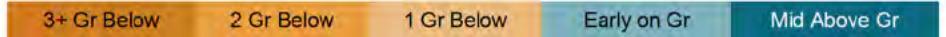


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 8

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	ELL	1	25	68 28 4				
			2	27	63 19 15 4				
			3	24	46 17 29 8				
		RFEP	1	45	16 9 49 9 18				
			2	47	17 6 36 23 17				
			3	42	12 12 26 29 21				
		EL + RFEP	1	70	34 16 31 7 11				
			2	74	34 11 28 16 11				
			3	66	24 14 27 21 14				
		Special Ed.	1	29	76 10 7 7				
			2	30	70 10 13 7				
			3	27	74 11 7 7				
		Spec Ed. Speech/RSP	1	19	63 16 11 11				
			2	19	63 11 16 11				
			3	18	72 11 6 11				
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	19	21 16 26 26 11				
			2	22	27 9 32 9 23				
			3	22	23 5 41 5 27				
GATE/Excel	1	76	7 7 29 25 33						
	2	78	5 5 29 27 33						
	3	68	3 9 18 22 49						



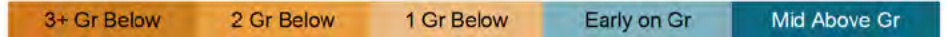
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	249	26	17	22	14	21
			2	258	18	11	26	15	30
			3	235	18	11	25	10	35
	Teacher	Franks, E	1	162	25	17	24	13	20
			2	165	17	15	27	12	30
			3	155	15	17	25	8	35
		Greenwald, D	1	9	89				11
			2	9	89				11
			3	9	89				11
		Hirsh, G	1	97	30	16	21	14	19
			2	97	24	6	23	19	29
			3	93	25	6	24	14	31
	Ethnicity	African American	1	29	41	24	21	3	10
			2	29	31	7	28	14	21
			3	26	35	12	19	8	27
		Asian	1	23	13	17	9	35	26
			2	23	4	13	17	30	35
			3	23	17	9	13	9	52
		Filipino	1	11	9	9	27	9	45
			2	12			8	17	75
			3	12	8	8	17	17	50
		Hispanic	1	126	30	19	22	13	16
			2	129	22	12	30	14	22
			3	117	17	15	31	10	27
		Pacific Islander	1	2		50			50
			2	2		50			50
			3	2		50			50
White	1	39	18	15	23	13	31		
	2	41	15	12	24	5	44		
	3	35	17	11	20	9	43		
Other	1	19	21	5	32	16	26		
	2	22		14	9	14	23	41	
	3	20	15		25	15	45		

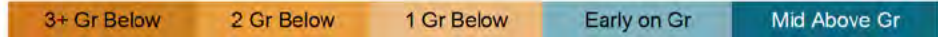
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Gender	Female	1	112	22	16	25	14	22
			2	119	14	13	24	18	30
			3	107	16	10	28	9	36
		Male	1	137	29	18	20	13	20
			2	139	22	9	27	13	30
			3	128	20	13	23	11	34
	Special Populations	Low SES	1	245	26	18	22	13	21
			2	251	18	11	26	15	30
			3	229	18	11	25	10	35
		ELL	1	15	53	13	33		
			2	15	47	20	27	7	
			3	15	40	20	33	7	
		RFEP	1	20	35	10	20	25	10
			2	20	10	10	20	35	25
			3	19	11	11	37	5	37
		EL + RFEP	1	35	43	11	26	14	6
			2	35	26	14	23	23	14
			3	34	24	15	35	3	24
		Special Ed.	1	29	59	24	7	7	3
			2	30	57	20	17	3	3
			3	28	61	7	14	11	7
		Spec Ed. Speech/RSP	1	20	45	30	10	10	5
			2	21	43	24	24	5	5
			3	20	50	10	15	15	10
	Foster	1	1	100					
		2	1					100	
		3	1					100	
	Homeless	1	24	58	4	8	4	25	
		2	24	33	8	21	13	25	
		3	21	33	14	14	10	29	
GATE/Excel	1	57		4	12	16	21	47	
	2	59		3	5	14	15	63	
	3	54		7	2	11	7	72	



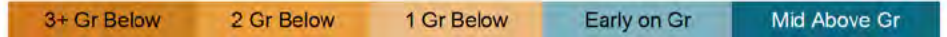
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 7



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	251	27	15	25	18	16
			2	257	25	12	19	25	19
			3	212	29	10	18	19	24
	Teacher	Carrizo, A	1	161	16	14	29	24	17
			2	168	21	12	20	27	21
			3	144	25	10	15	25	26
		Courter, C	1	21	67	10	10	10	5
			2	21	38	19	19	14	10
			3	18	56	6	17	6	17
		Edwards, K	1	1					100
			2	1					100
		Hirsh, G	1	68	50	13	16	7	13
			2	69	41	12	16	20	12
			3	63	49	8	17	10	16
		Rodriguez Leyva, G	1	28	43	14	21	11	11
			2	33	39	12	15	15	18
			3	25	32	20	28	4	16
	Thompson, D	1	1	100					
		2	1	100					
	Ethnicity	African American	1	30	30	13	17	17	23
			2	30	13	10	27	27	23
			3	24	29	4	17	17	33
		Asian	1	27	15	15	26	22	22
			2	29	17	7	21	31	24
			3	24	21	4	13	25	38
		Filipino	1	13	15	8	31	31	15
			2	14	21	14	29	29	36
3			14	7	7	14	29	43	
Hispanic		1	126	36	16	25	15	9	
		2	130	37	14	18	18	13	
		3	105	41	12	19	14	13	
Pacific Islander		1	2	50				50	
	2	2	50				50		
	3	2	50				50		

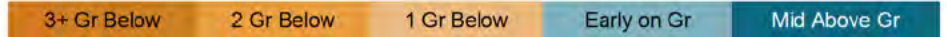
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 7



**Legend**

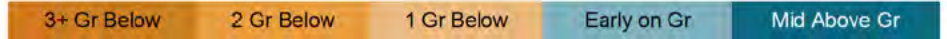


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Ethnicity	White	1	25	12	16	16	24	32
			2	24	8	21	38	33	
			3	21	10	5	19	33	33
		Other	1	28	14	11	39	18	18
			2	28	18	18	14	29	21
			3	22	14	14	23	18	32
	Gender	Female	1	121	23	13	30	18	16
			2	127	23	9	20	26	22
			3	102	20	12	19	23	27
		Male	1	130	30	16	20	18	16
			2	130	27	15	18	23	17
			3	110	37	8	17	16	21
	Special Populations	Low SES	1	244	26	14	25	18	16
			2	250	25	12	18	25	20
			3	208	28	10	18	20	24
		ELL	1	13	62	31	8		
			2	14	50	21	14	14	
			3	8	75	13	13		
		RFEP	1	38	24	21	21	24	11
			2	38	29	8	16	34	13
			3	31	35	10	10	23	23
		EL + RFEP	1	51	33	24	16	18	10
			2	52	35	12	15	29	10
			3	39	44	10	10	18	18
		Special Ed.	1	23	70	9	9	4	9
			2	21	48	10	19	10	14
			3	21	67	5	14	5	10
Spec Ed. Speech/RSP	1	20	70	10	10	5	5		
	2	18	44	11	22	11	11		
	3	19	63	5	16	5	11		
Foster	1	1	100						
	3	1	100						

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Bancroft 2022-2023 Grade 7**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
7	Special Populations	Homeless	1	23	39	13	30	13	4	
			2	24	46	21	13	8	13	
			3	14	64	7	7	14	7	
		GATE/Excel	1	51		24	16		39	39
			2	57		5	5	9	32	49
			3	51		10	2	12	27	49



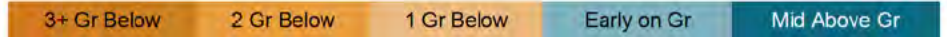
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 8



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
8	All Students	All	1	267		33	8	23	16	20	
			2	271		29	10	22	15	24	
			3	247		36	6	19	15	25	
		Teacher	Edwards, K	1	4	100					
				2	4	75		25			
				3	3	67		33			
			Ghareeb, A	1	161		32	7	24	17	20
				2	166		29	10	23	16	22
				3	159		36	7	21	13	23
	Nakama, L		1	3	100						
			2	3	100						
			3	3	100						
	Rodriguez Leyva, G		1	126		43	9	19	13	17	
			2	131		36	9	21	13	21	
			3	126		44	7	15	13	21	
	Thompson, D		1	5	100						
			2	5	100						
			3	5	100						
	Ethnicity		African American	1	27		37	7	22	22	11
				2	31		29	13	35	13	10
				3	32		50	13	19	3	16
		Asian	1	30		23	7	13	33	23	
			2	32		16	3	25	16	41	
			3	30		17	7	17	20	40	
		Filipino	1	12		17		25	8	50	
			2	12			8	17	17	58	
			3	11			18	18		64	
Hispanic		1	142		39	8	26	11	15		
		2	142		36	12	20	14	18		
		3	123		45	4	20	15	17		
Pacific Islander		1	3		33		33		33		
		2	3		33		33		33		
		3	2			50			50		

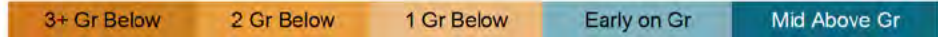
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Bancroft 2022-2023 Grade 8



**Legend**



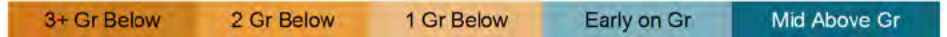
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Ethnicity	White	1	32	34	3	19	13	31
			2	30	23	7	20	13	37
			3	30	30	7	13	17	33
		Other	1	21	10	19	24	24	24
			2	21	24	10	10	29	29
			3	19	21	5	21	16	37
	Gender	Female	1	115	30	10	23	20	17
			2	117	26	10	25	16	22
			3	106	28	5	29	16	22
		Male	1	152	36	7	23	13	22
			2	153	31	10	19	15	25
			3	140	42	6	10	14	28
	Nonbinary	2	1	100					
		3	1	100					
	Special Populations	Low SES	1	259	33	7	24	16	20
			2	264	29	10	21	16	24
			3	239	36	6	18	15	26
		ELL	1	22	91			5	5
			2	24	79		8	4	4
			3	21	86			5	5
		RFEP	1	44	23	7	39	16	16
			2	46	26	13	24	17	20
			3	41	24	5	17	29	24
		EL + RFEP	1	66	45	6	26	12	11
			2	70	44	11	17	13	14
			3	62	45	3	13	21	18
		Special Ed.	1	26	81		4	8	4
2			25	60		12	20	4	
3			26	77			15	4	
Spec Ed. Speech/RSP	1	17	71		6	12	6		
	2	17	47		18	24	6		
	3	18	72			17	6		



**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Bancroft 2022-2023 Grade 8**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
8	Special Populations	Foster	1	1						100	
			2	1						100	
			3	1						100	
		Homeless	1	21		33	10	24	19	14	
			2	21		33	5	19	14	29	
			3	21		38	5	19	19	19	
		GATE/Excel	1	71		11	3	25	20	41	
			2	72		8	8	18	22	43	
			3	69		10	6	17	22	45	

**i-Ready Overall Relative Placement  
School Data by Subgroup  
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady\_Overall\_Relative\_Placement\_Teacher\_Level - ARC Report #1218

# i-Ready Math Overall Relative Placement School Data by Subgroup Bancroft 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category					
All Students	793	3	793	16	11	32	21	20	
	Grade	Gr. 06	3	257	13	8	34	24	21
		Gr. 07	3	254	11	14	35	22	18
Gr. 08		3	282	22	11	28	18	21	
Ethnicity	African American	3	95	26	13	32	19	11	
	Asian	3	82	6	9	21	24	40	
	Filipino	3	38	3	32	26	39		
	Hispanic	3	407	19	14	37	16	14	
	White	3	92	12	8	22	30	28	
	Other	3	72	7	7	32	29	25	
Gender	Female	3	356	14	11	34	22	19	
	Male	3	436	17	11	30	20	22	
Special Populations	Low SES	3	770	15	11	32	22	21	
	ELL	3	57	39	18	37	7		
	RFEP	3	99	10	10	32	28	19	
	EL + RFEP	3	156	21	13	34	21	12	
	Special Ed.	3	82	48	16	23	11	2	
	Spec Ed. Soeech/RSP	3	60	37	18	28	13	3	
	Homeless	3	54	22	11	37	11	19	
	GATE/Excel	3	183			24	17	23	54

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Bancroft 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
All Students	770	3	770	31	10	20	14	25
Grade	Gr. 06	3	248	19	13	25	10	33
	Gr. 07	3	232	32	10	17	19	22
	Gr. 08	3	290	41	7	18	13	21
Ethnicity	African American	3	91	45	9	16	8	22
	Asian	3	78	19	6	14	18	42
	Filipino	3	38	5	8	16	21	50
	Hispanic	3	393	37	11	22	13	17
	White	3	92	23	8	18	16	35
	Other	3	71	24	10	20	14	32
Gender	Female	3	341	23	10	25	16	27
	Male	3	428	38	10	15	12	25
Special Populations	Low SES	3	748	30	10	20	14	26
	ELL	3	52	69	8	15	4	4
	RFEP	3	99	29	8	18	20	24
	EL + RFEP	3	151	43	8	17	15	17
	Special Ed.	3	79	70	4	14	6	6
	Spec Ed. Soeech/RSP	3	58	62	5	16	9	9
	Homeless	3	52	48	10	15	10	17
	GATE/Excel	3	184	12	4	14	18	52

The percentages may not equal 100% due to rounding.

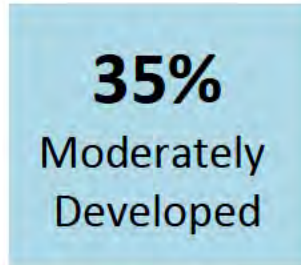
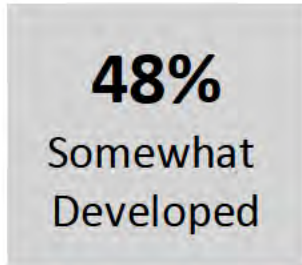
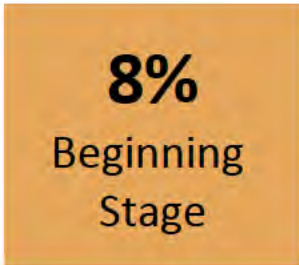




# ELPAC Summative Assessment Grade Level Summary 2022-2023

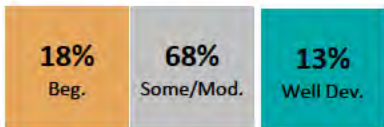
Site :: Bancroft

## Site Level Overall Performance Level Summary

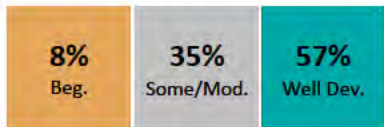


## Site Level Domain Performance Level Summary

### Listening



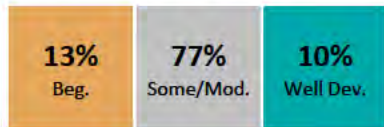
### Speaking



### Reading



### Writing



## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>06</b>	6%	39%	39%	17%	11%	72%	17%	11%	28%	61%	33%	44%	22%	17%	78%	6%
<b>07</b>	0%	62%	38%	0%	0%	85%	15%	0%	54%	46%	69%	31%	0%	0%	92%	8%
<b>08</b>	14%	48%	31%	7%	31%	59%	10%	10%	31%	59%	66%	28%	7%	17%	69%	14%

<b>School Demographics</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
African American	12.2%	13.2%	
Am. Indian	0%	.2%	
Asian	7.8%	6.4%	
Filipino	4.8%	2.6%	
Hispanic/Latino	52%	60.2%	
Multiple	9.5%	6.3%	
Pacific Islander	.6%	1%	
White	13.1%	10.2%	
English Learner	6%	15%	
Reclassified Fluent English Proficient	9.2%	18.1%	
Students w/Disabilities	12.2%	14.7%	
Free/Reduced Lunch	#Error	#Error	



# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI) ▾

### Bancroft Middle School ▾

If ATSI, identify subgroups:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth     | <input type="checkbox"/> Socioeconomically Disadvantaged       |
| <input type="checkbox"/> American Indian  | <input type="checkbox"/> Hispanic         | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American   | <input type="checkbox"/> Homeless         | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> English Learner  | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White                                 |
| <input type="checkbox"/> Filipino         |   |  |

### Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

*November 29, 2023*

Signature of Principal

Signature of SSC Chair

## Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

**Comments about Resource Inequities** (*optional*)



## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

**Monitoring and Evaluating Effectiveness**

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

**Bancroft Middle School**  
**Home-School Compact**

Approved on 10/25/2023  
by School Site Council

To support the personal and intellectual success of every student, the staff, parents/guardians and students at Bancroft Middle School pledge to do the following:

**We the staff at Bancroft will:**

- Provide a challenging and enjoyable academic program focused on content standards.
- Focus on improving the literacy of all students.
- Encourage our students to strive for their best in dress, behavior, and academics.
- Communicate with parents/guardians and students through phone calls, progress reports, newsletters, syllabi, School Messenger, and/or Canvas.
- Encourage parents/guardians to participate in the activities of the school (even if it is virtual).
- Provide opportunities for tutoring and extra curricular activities before and after school.
- Create a safe and civil environment by connecting with students and setting high standards.

Principal's Signature: \_\_\_\_\_

**We the parent/guardian will:**

- Provide a place for my child to study away from media distractions and encourage daily reading.
- Ensure that my child attends school daily, on time, with assignments complete, and gets a good night's sleep.
- Support the school and district discipline plan.
- Be aware of my student's progress, checking on homework and communicating with teachers via Canvas, email, or by phone.
- Respond to communication from the school (reading weekly newsletters).
- Attend Back to School Night, Open House, and other school events (even if it is virtual).
- Encourage my child to become more involved in school programs.
- Demonstrate respect for the school, staff, students, and community.

**As a student, I will:**

- Accept responsibility for the work involved for my education and behavior.
- Come to class on time with the proper materials and complete all assignments neatly and to the best of my ability.
- Read 20-30 minutes daily (could be class material, although we recommend outside reading for leisure).
- Follow the school and district discipline and dress code.
- Inform my parent/guardian of my assignments and progress by taking home all written communications including my student planner and checking Canvas.
- Take part in school activities and tutoring as needed.
- Perform to the best of my ability and seek help if needed.
- Respect the rights of others to learn without distraction and disruption.
- Show respect for my school, classmates, staff, and community.

**Please return your signed compact to your advisory teacher.**

Student's Name: \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

# Escuela Intermedia Bancroft

## El Compacto el Hogar y la Escuela

Aprobado el 25/10/2023

por Consejo Escolar

Para apoyar el éxito personal e intelectual de cada estudiante, el personal, los padres/tutores y los estudiantes de La Escuela Intermedia Bancroft se comprometen a hacer lo siguiente:

### Nosotros, el Personal de La Escuela Intermedia Bancroft prometemos:

- Proporcionar un programa académico desafiante y agradable centrado en los estándares de contenido.
- Centrarse en mejorar la alfabetización de todos los estudiantes.
- Alentar a nuestros estudiantes a esforzarse por lograr lo mejor en vestimenta, comportamiento y académico.
- Comunicarse con los padres/tutores y estudiantes a través de llamadas telefónicas, informes de progreso, boletines, programas de estudios, School Messenger y/o Canvas.
- Incentivar a los padres/tutores a participar en las actividades de la escuela (incluso si es virtual).
- Proporcionar oportunidades para tutoría y actividades extracurriculares antes y después de la escuela.
- Cree un entorno seguro y civilizado conectándose con los estudiantes y estableciendo altos estándares.

Firma del director: \_\_\_\_\_

### Nosotros, los padres/tutores prometemos:

- Proporcionar un lugar para que mi hijo estudie lejos de las distracciones de los medios y fomentar la lectura diaria.
- Asegurarse de que mi hijo asista a la escuela todo días, tiempo, con las tareas completas y duerma bien por la noche.
- Apoyar el plan de disciplina de la escuela y el distrito.
- Estar al tanto del progreso de mi estudiante, verificar las tareas y comunicarse con los maestros a través de Canvas, correo electrónico o por teléfono.
- Responder a las comunicaciones de la escuela (leer boletines semanales).
- Asista a la Noche de regreso a clases, a la jornada de puertas abiertas y a otros eventos escolares (incluso si son virtuales).
- Animar a mi hijo a involucrarse más en los programas escolares.
- Demostrar respeto por la escuela, el personal, los estudiantes y la comunidad.

### Yo, como estudiante, prometo:

- Aceptar la responsabilidad del trabajo que implica mi educación y comportamiento.
- Llegar a clase a tiempo con los materiales adecuados y completar todas las tareas de manera ordenada y lo mejor que pueda.
- Leer 20-30 minutos diarios (podría ser material de clase, aunque recomendamos lectura al aire libre para el tiempo libre).
- Siga el código de vestimenta y disciplina de la escuela y el distrito.
- Informar a mis padres/tutores sobre mis tareas y progreso llevándome a casa todas las comunicaciones escritas, incluida mi agenda estudiantil, y revisando Canvas.
- Participar en actividades escolares y tutorías según sea necesario.
- Realizar lo mejor que pueda y buscar ayuda si es necesario.
- Respete los derechos de los demás a aprender sin distracciones ni interrupciones.
- Mostrar respeto por mi escuela, mis compañeros de clase, el personal y la comunidad.

**Please return your signed compact to your advisory teacher.**

Nombre del estudiante: \_\_\_\_\_ Firma del estudiante: \_\_\_\_\_

Nombre de Padre/Tutor: \_\_\_\_\_ Firma de Padre/Tutor: \_\_\_\_\_

Profesor Asesor: \_\_\_\_\_ Grado: \_\_\_\_\_





# BANCROFT MIDDLE SCHOOL

Home of the Bruins



**Dr. Patrick Booker**, Principal  
**Tuan Nguyen**, Assistant Principal  
**Anthony Winston**, Counselor

## **Bancroft Middle School Parent Involvement Guidelines**

Approved on 10/25/2023  
by School Site Council

As a school that receives Title I, Part A (Title I) funds, Bancroft Middle School has developed jointly with, agreed upon with, and distributed to the parents of participating children, a Parent Involvement Guidelines that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Nelson’s expectations for parent involvement and describe how the school will implement a number of specific parent involvement activities. The Home-School Compact is incorporated into the Parent Involvement Guidelines.

### **PART I**

Bancroft Middle School agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, Parent Involvement Guidelines that the school and families of participating children agree on:
- notify families about the Parent Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the Parent Involvement Guidelines available to the local community.
- periodically update the Parent Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school’s home-school compact as a component of its Parent Involvement Guidelines.
- agrees to be governed by the following statutory definition of parent involvement, and will carry out programs, activities and procedures in accordance with this definition.

### **PART II**

#### **DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

1. Bancroft Middle School will take the following actions to involve families in the joint development and joint agreement of its Parent Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA: Attendance at one of the district trainings or school site training. Topics include:
  - Responsibilities & Roles of SSC and its members
  - Composition of SSCs
  - Budgetary considerations
  - Single Plan for Student Achievement
  - Role of ELAC and other advisory committees
  - Title I Compliance

Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement. Bancroft Middle school will invite other families and stakeholders to attend the meeting via:

- Title I Newsletter
- Flyers sent home with students
- Canvas communication
- ParentVue
- School Messenger
- Weekly Parent Bulletins
- Election of SSC members
- Personal Invitations from teachers or school staff members
- Public Notices
- Student-generated communication
- Back-to-School Night

#### At Meetings

- Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
- Review and update the Parent Involvement Guidelines & Home-School Compacts
- Oral and written translations be made available in Spanish for families to allow for discussions
- Collaborate with the school's Leadership Team in the development of the Single Plan for Student Achievement and recommending it for approval
- Monitor the implementation of the Single Plan for Student Achievement activities
- Periodically assess the effectiveness of the Single Plan for Student Achievement in meeting the educational, career, and personal needs of all students
- Annually review the Single Plan for Student Achievement, establish a new school improvement budget, and if necessary approve modifications in the plan and budget, to reflect the changing student needs and priorities
- The School Site Council will meet at least 4 times during the school year according to the guidelines established in the School Site Council Bylaws.

2. Bancroft Middle School will take the following actions to distribute to parents of participating children and the local community, the Parent Involvement Guidelines:

- SSC and ELAC
- Annual Title I Meeting
- Main Office Counter
- Back To School Night
- School Website
- ParentVue

3. Bancroft Middle School will periodically update its Parent Involvement Guidelines to meet the changing needs of parents and the school:

- at SSC and ELAC meetings
- Family information meetings
- School site council must vote to approve the guidelines

4. Bancroft Middle School will convene an Annual Meeting to inform parents of the following:
  - that their child's school participates in Title I, about the requirements of Title I, of their rights to be involved.
  - how the school plans to use the Title I funds
  - School Site Council
  - ELAC (English Language Advisory Council)

Two meetings will be held, one in the morning, and one in the evening, to accommodate all parents;

- Parents will be invited to the Annual Public Meeting through posted notices in the display box, main office counter, and school website.
- Announcements in the weekly parent bulletins and Title I newsletter
- Notices posted in English and Spanish
- School Messenger Communications

5. Bancroft Middle School will hold a flexible number of meetings at varying times, and provide childcare paid for with Title I funding as long as these services relate to parent involvement:

- Notifications via flyers/marquee – display box, main office counter
- Weekly parent bulletins and newsletters
- Workshops/meetings
- School Messenger
- District Parent University Family Nights

6. Bancroft Middle School will provide timely information about Title I Programs to parents of participating children in a timely manner:

- At Annual Title I Meeting
- On Main Office Counter
- At SSC, ELAC Meetings and other Parent meetings
- Communication will be sent home to parents in English and Spanish.
- Home-School Compact
- Back To School Night
- School Website
- Parent University monthly workshop calendar

7. Bancroft will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Bancroft Middle School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Family workshops and/or surveys
- Principal chats
- Weekly bulletins and Title I newsletters
- Back-to-School night
- Parent University workshops
- SSC & ELAC meetings

8. Bancroft Middle School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions, and to participate as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
  - Parents' suggestions/topics
  - Principal has open door policy
  - Parent Surveys
  - Parent Meetings
9. Bancroft Middle School will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
  - School Site Council meetings

### **PART III**

#### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**


1. Bancroft Middle School will build the school's and parents' capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - District "Trainer of Trainer" Trainings offered for parents and staff to facilitate Parent Education Workshops on site.
  - Volunteers in Public Schools (VIPS)
  - Attending District and School Parent Meetings
  - Consistent communication between parent and school/teacher
  - Parent Workshops
  - School Site Council
  - English Language Advisory Committee
2. Bancroft Middle School will incorporate the Home-School Compact as a component of its Parent Involvement Guidelines:
  - It will be developed, discussed, and reviewed at the first SSC and ELAC Meetings.
  - It will be distributed to parents.
3. Bancroft Middle School will, with the assistance of its District, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described:
  - Common Core State Standards
  - State and Local Academic Assessments including alternate assessments
  - Requirements of Title I
  - How to monitor their child's progress
  - Calendars – Parent University Workshops
  - Superintendent's Parent Forum
  - DCAC and DELAC Meetings
  - District Website: Parent Involvement

4. Bancroft Middle School will, with the assistance of its District, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, using technology, as appropriate, to foster parent involvement by:
  - Parent University workshops
  - Monthly parent workshops
  
5. Bancroft Middle School will, with the assistance of its District and parents, educate its teachers, pupil services personnel, principal, and administrative staff, in how to reach, to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, in how to implement and coordinate parent programs, and build ties between parents and schools by:
  - Teacher/Staff In-Services (guest presenters)
  - Positive communication with parents
  - MyPD Learning Opportunities
  
6. Bancroft Middle School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Parent/Community Representative, will be doing the Spanish translations of written materials/notifications that are sent to the parents
  - District staff would provide Khmer translations of written materials/notifications that are sent to parents

**PART IV**  
**ADOPTION**

This Parent Involvement Guidelines has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by School Site Council Meeting Minutes.

These Guidelines were adopted by Bancroft Middle School on **October 25, 2023** and will be in effect for the period of the **2023-24 school year**. The school will make the Guidelines available in the office to all parents and the local community on or before **December 22, 2023**. Bancroft Middle School's notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of these Guidelines to parents in a language the parents can understand.

  
\_\_\_\_\_  
(Signature of Authorized Official)

10/25/2023  
\_\_\_\_\_  
(Date)





# BANCROFT MIDDLE SCHOOL

Home of the Bruins



**Dr. Patrick Booker**, Principal  
**Tuan Nguyen**, Assistant Principal  
**Anthony Winston**, Counselor

## La Escuela Intermedia Bancroft Pautas para la Participación de los Padres

Aprobado en 10/25/2023 por  
el Concilio del Plantel Escolar

Como escuela que recibe fondos del Título I, Parte A (Título I), la Bancroft Middle School ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Bancroft Middle School para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

### PARTE I

La Escuela Intermedia Bancroft acepta implementar los siguientes requisitos:

- Desarrollar y distribuir conjuntamente con las familias de los niños participantes, Pautas de participación de los padres que la escuela y las familias de los niños participantes acuerden.
- Notificará a las familias sobre las Pautas de participación de los padres en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner las Pautas de participación de los padres a disposición de la comunidad local.
- Actualizar periódicamente las Pautas de participación de los padres para satisfacer las necesidades cambiantes de las familias y la escuela.
- Adoptar el pacto entre el hogar y la escuela de la escuela como un componente de sus pautas de participación de los padres.
- Acepta regirse por la siguiente definición estatutaria de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

### PARTE II

#### **DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR ESCOLAR**

1. La Escuela Intermedia Bancroft tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y acuerdo conjunto de sus Pautas de participación de los padres y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
  - Responsabilidades y funciones del SSC y sus miembros
  - Composición de las SSC
  - Consideraciones presupuestarias
  - Plan Único para el Rendimiento Estudiantil
  - Papel del ELAC y otros comités asesores
  - Cumplimiento del Título I

Planifique una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil. La escuela secundaria Bancroft invita a otras familias y partes interesadas a asistir a la reunión a través de:

- Boletín Título I
- Volantes enviados a casa con los estudiantes
- Comunicación de Canvas
- ParentVue
- School Messenger
- Boletines semanales para padres
- Elección de miembros del SSC
- Personal Invitations from teachers or school staff members
- Avisos públicos
- Comunicación generada por los estudiantes
- Noche de regreso a clases

#### En reuniones

- Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
- Revisar y actualizar las pautas de participación de los padres y los pactos entre el hogar y la escuela.
- Se pondrán a disposición de las familias traducciones orales y escritas en español para permitir el debate.
- Colaborar con el Equipo de Liderazgo de la escuela en el desarrollo del Plan Único para el Rendimiento Estudiantil y recomendarlo para su aprobación.
- Monitorear la implementación de las actividades del Plan Único de Rendimiento Estudiantil.
- Evaluar periódicamente la eficacia del Plan Único para el Rendimiento Estudiantil para satisfacer las necesidades educativas, profesionales y personales de todos los estudiantes.
- Revisar anualmente el Plan Único para el Rendimiento Estudiantil, establecer un nuevo presupuesto de mejora escolar y, si es necesario, aprobar modificaciones en el plan y el presupuesto, para reflejar las necesidades y prioridades cambiantes de los estudiantes.
- El Consejo Escolar se reunirá al menos 4 veces durante el año escolar de acuerdo con los lineamientos establecidos en el Reglamento del Consejo Escolar.

2. La Escuela Intermedia Bancroft tomará las siguientes medidas para distribuirlas a los padres de los niños participantes y la comunidad local, las Pautas de participación de los padres:

- Reuniones del SSC y ELAC
- Reunión Anual de Título I
- Mostrador de la oficina principal
- Noche de regreso a clases
- Sitio web de la escuela
- ParentVue

3. La Escuela Secundaria Bancroft actualizará periódicamente sus Pautas de participación de los padres para cumplir con los cambios necesidades de los padres y de la escuela:

- Reuniones del SSC y ELAC
- Reuniones informativas familiares
- El consejo escolar debe votar para aprobar las pautas

4. La escuela secundaria Bancroft convocará una reunión anual para informar a los padres de lo siguiente:
- Que la escuela de su hijo participe en el Título I, sobre los requisitos del Título I, de sus derechos a participar.
  - Cómo planea la escuela utilizar los fondos del Título I
  - Consejo Escolar
  - ELAC (Consejo Asesor del Idioma Inglés)

Se llevarán a cabo dos reuniones, una por la mañana y otra por la tarde, para dar cabida a todos los padres:

- Se invitará a los padres a la reunión pública anual a través de avisos publicados en el expositor, el mostrador de la oficina principal y el sitio web de la escuela.
- Anuncios en los boletines semanales para padres y en el boletín de Título I.
- Avisos publicados en inglés y español.
- Comunicaciones de mensajería escolar

5. La Escuela Intermedia Bancroft llevará a cabo una cantidad flexible de reuniones en diferentes horarios y brindará cuidado infantil pagado con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:

- Notificaciones a través de folletos/marquesina: expositor, mostrador de la oficina principal
- Boletines y boletines semanales para padres
- Talleres/reuniones
- School Messenger
- Noches familiares de la Universidad de Padres del Distrito

6. La Escuela Intermedia Bancroft proporcionará información oportuna sobre los programas de Título I a los padres de niños participantes de manera oportuna:

- Reunión Anual de Título I
- Mostrador de la oficina principal
- Noche de regreso a clases
- Sitio web de la escuela
- ParentVue
- Reuniones del SSC y ELAC
- Noches familiares de la Universidad de Padres del Distrito
- La comunicación se enviará a casa a los padres en inglés y español.
- Acuerdo entre el hogar y la escuela

7. La Escuela Intermedia Bancroft proporcionará a las familias una descripción y explicación del plan de estudios que se utilizan en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia a los que se enfrentan los estudiantes, espera encontrarse. La Escuela Intermedia Bancroft también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos:

- Talleres familiares y/o encuestas
- Charlas principales
- Boletines semanales y boletines de Título I
- Noche de regreso a clases
- Noches familiares de la Universidad de Padres del Distrito
- Reuniones del SSC y ELAC

8. La Escuela Intermedia Bancroft brindará a los padres de los niños participantes, si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar según corresponda, en decisiones relacionadas con la educación de sus hijos, y responderá a dichas sugerencias tan pronto como sea posible:
  - Sugerencias/temas de los padres
  - El director tiene una política de puertas abiertas
  - Encuestas para padres
  - Reuniones de padres
9. La Escuela Intermedia Bancroft presentará al distrito cualquier comentario de los padres si el plan para toda la escuela bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes:
  - Reuniones del consejo escolar

### **PARTE III**

### **RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES**

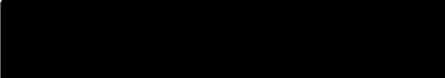
1. La Escuela Intermedia Bancroft desarrollará la capacidad de la escuela y de los padres para una fuerte participación de los padres, con el fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicamente descrito abajo:
  - Se ofrecen capacitaciones de “Capacitador de Capacitadores” del distrito para padres y personal para facilitar talleres de educación para padres en el sitio.
  - Voluntarias en escuelas públicas (VIPS)
  - Asistir a las reuniones de padres del distrito y la escuela
  - Comunicación constante entre padres y escuela/maestro.
  - Talleres para padres
  - Consejo Escolar
  - Comité Asesor del Idioma Inglés
2. La Escuela Secundaria Bancroft incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de participación de los padres:
  - Será desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC
  - Será distribuido a los padres.
3. La Escuela Intermedia Bancroft, con la asistencia de su Distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes, mediante la realización de las acciones descritas:
  - Estándares estatales básicos comunes
  - Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
  - Requisitos del Título I
  - Cómo monitorear el progreso de su hijo
  - Calendarios – Talleres Universitarios para Padres
  - Foro de Padres del Superintendente
  - Reuniones DCAC y DELAC
  - Sitio web del distrito: Participación de los padres

4. La Escuela Intermedia Bancroft, con la ayuda de su Distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización, uso de tecnología, según corresponda, para fomentar la participación de los padres al:
  - Talleres de la Universidad para Padres
  - Talleres mensuales para padres.
  
5. La Escuela Intermedia Bancroft, con la ayuda de su Distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, director y personal administrativo, sobre cómo comunicarse con los padres, comunicarse con ellos y trabajar con ellos como socios iguales, en el valor y la utilidad de las contribuciones de los padres, en cómo implementar y coordinar programas para padres, y construir vínculos entre los padres y las escuelas mediante:
  - Servicios de maestros/personal (presentadores invitados)
  - Comunicación positiva con los padres.
  - Oportunidades de aprendizaje de MyPD
  
6. La Escuela Intermedia Bancroft, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:
  - Padre/Representante de la comunidad, hará las traducciones al español de los materiales escritos/notificaciones que se envían a los padres.
  - El personal del distrito proporciona traducciones Khmer de materiales escritos/notificaciones que se envían a los padres.

#### **PARTE IV** **ADOPCIÓN**

Estas Pautas de participación de los padres se desarrollaron y acordaron conjuntamente con los padres de niños que participan en los programas del Título I, Parte A, como lo demuestran las actas de las reuniones del Consejo Escolar.

Estas pautas fueron adoptadas por la escuela secundaria Bancroft el **25 de octubre de 2023** y estarán vigentes durante el período del **año escolar 2023-24**. La escuela pondrá las pautas a disposición de todos los padres y la comunidad local en la oficina a más tardar el **22 de diciembre de 2023**. La notificación de la Escuela Intermedia Bancroft a los padres sobre las Pautas estará en un formato comprensible y uniforme y, en la medida de lo posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

  
\_\_\_\_\_  
(Firma del funcionario autorizado)

10/25/2023  
\_\_\_\_\_  
(Fecha)