LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Bancroft Middle School

School Plan for Student Achievement

2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at **lbschools.net/departments/strategic-planning**, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration
The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency
In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness
In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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: 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 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

> The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.
>
> Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.
>
> The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)
>
> The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.
>
> **Title I Schools**
>
> The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

I-Ready from Diagnostic 1 to Diagnostic 341% of our students showed no growth 48% of African American students showed no growth46% of AA students showed growth43% of African American students showed no growth38% of ELL students showed growthBancrofts students are either showing no growth or On track when comparing Diagnostic 1 data to Diagnostic 3 data.SBAC53% of students Met or Exceeded (23-24) as compared to 55% the previous year. 38% of African-Americans students Met or Exceeded (23-24) as compared to 43% the previous year.13% of ELL students Met or Exceeded (23-24) as compared to 18% the previous year.

ELA Goals

By June 2025, 50% of our African-American students will Meet or Exceed on the SBAC ELA Assessment, an increase of 12% compared to 2024.By June 2025, 75% of our Bancroft students will score Met/Exceeded on SBAC ELA, a 12% improvement from 2024.By June 2025, 57% (based on D1) of Bancroft students scoring on or above grade level will achieve at least one year of academic growth based on the iReady ELA assessment administered in May 2024.By June 2025, 54% (based on D1) of our African-American students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2024.90% of Bancroft students will complete common unit assessments.

Identified Area of Need:
I-Ready:
from Diagnostic 1 to Diagnostic 3:
41% of our students showed no growth
48% of African American students showed no growth
46% of AA students showed growth
38% of ELL students showed growth
Bancroft's students are either showing no growth or On track when comparing Diagnostic 1 data to Diagnostic 3 data.

SBAC
53% of students Met or Exceeded (23-24) as compared to 55% the previous year.
38% of African-Americans students Met or Exceeded (23-24) as compared to 43% the previous year.
13% of ELL students Met or Exceeded (23-24) as compared to 18% the previous year.

Goals:
By June 2025, 50% of our African-American students will Meet or Exceed on the SBAC ELA Assessment, an increase of 12% compared to 2024.
By June 2025, 75% of our Bancroft students will score Met/Exceeded on SBAC ELA, a 12% improvement from 2024.

By June 2025, 57% (based on D1) of Bancroft students scoring on or above grade level will achieve at least one year of academic growth based on the iReady ELA assessment administered in May 2024.
By June 2025, 54% (based on D1) of our African-American students will demonstrate greater than one year of growth based on the iReady ELA assessment administered in May 2024.
90% of Bancroft students will complete common unit assessments.

Action Plan Summary:
Develop PD plan with ILT focusing on Rigor and High Level Questioning
Bancroft teachers will work towards creating a common understanding of what our practices around Rigor and High Level Questioning 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 (Rigor and High Level Questioning)
Commit to and monitor classroom visits with a focus on our Signature Practices.

Progress Monitoring Plan Summary:
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

Math Findings

I-Readyfrom Diagnostic 1 to Diagnostic 333% of students were 2 or more grade levels below31% of students were 1 grade level belowSBAC36% of students Met or Exceeded (23-24) as compared to 38% the previous year. 20% of African-Americans students Met or Exceeded (23-24) as compared to 25% the previous year.5% of ELL students Met or Exceeded (23-24) as compared to 5% the previous year.

Math Goals

By June 2025, 30% of our African-American students will Meet or Exceed on the SBAC Math Assessment, an increase of 10% compared to 2024.By June 2025, 46% of our Bancroft students will score Met/Exceeded on SBAC Math, a 10% improvement from 2024.By June 2025, 47% (based on D1) of Bancroft students scoring on or above grade level will achieve at least one year of academic growth based on the iReady Math assessment administered in May 2024.By June 2025, 44% (based on D1) of our African-American students will demonstrate greater than one year of growth based on the iReady Math assessment administered in May 2024.90% of Bancroft students will complete common unit assessments.

Identified Area of Need:
I-Ready (from Diagnostic 1 to Diagnostic 3)
33% of students were 2 or more grade levels below
31% of students were 1 grade level below

SBAC
36% of students Met or Exceeded (23-24) as compared to 38% the previous year.
20% of African-Americans students Met or Exceeded (23-24) as compared to 25% the previous year.
5% of ELL students Met or Exceeded (23-24) as compared to 5% the previous year.

Goals:
By June 2025, 30% of our African-American students will Meet or Exceed on the SBAC Math Assessment, an increase of 10% compared to 2024.
By June 2025, 46% of our Bancroft students will score Met/Exceeded on SBAC Math, a 10% improvement from 2024.
By June 2025, 47% (based on D1) of Bancroft students scoring on or above grade level will achieve at least one year of academic growth based on the iReady Math assessment administered in May 2024.
By June 2025, 44% (based on D1) of our African-American students will demonstrate greater than one year of growth based on the iReady Math assessment administered in May 2024.

Action Plan Summary:
Develop PD plan with ILT focusing on Rigor and High Level Questioning
Bancroft teachers will work towards creating a common understanding of what our practices around Rigor and High Level Questioning 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 (Rigor and High Level Questioning)

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

Progress Monitoring Plan Summary
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

English Learner Findings

I-Ready38% of ELL students showed growth in ELASBAC13% of ELL students Met or Exceeded (23-24) as compared to 18% the previous year, in ELA5% of ELL students Met or Exceeded (23-24) as compared to 5% the previous yea, in Math.

English Learner Goals

Math:By June 2025, 25% of our ELL students will Meet or Exceed on the SBAC ELA Assessment, an increase of 12% compared to 2024.ELA:By June 2025, 25% of our ELL students will Meet or Exceed on the SBAC ELA Assessment, an increase of 12% compared to 2024.

Identified Area of Need:
I-Ready
38% of ELL students showed growth in ELA

SBAC
13% of ELL students Met or Exceeded (23-24) as compared to 18% the previous year, in ELA
5% of ELL students Met or Exceeded (23-24) as compared to 5% the previous yea, in Math.

Goals:
Math:
By June 2025, 25% of our ELL students will Meet or Exceed on the SBAC ELA Assessment, an increase of 12% compared to 2024.
ELA:

By June 2025, 25% of our ELL students will Meet or Exceed on the SBAC ELA Assessment, an increase of 12% compared to 2024.

Action Plan Summary:
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 Plan Summary:
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

Culture/Climate Findings

Identity 80%-All studentsAA-75%EL-76%Agency 77%-All studentsAA-75%EL-82%Belonging 72%-All students AA-72%EL-72%

Culture/Climate Goals

By June 2025: 65% of Bancroft students will report feeling safe, a 9% increase from 2024. 85% of Bancroft students will increase student agency, an 8% increase from 2024. 82% of students will report feeling a greater sense of belonging, a 10% increase from 2024. 85% of students will increase student identity, a 5% increase from 2024. 50% of students will feel connected to a staff member on campus, a 15% increase from 2024.

Area of Need:
Identity
80%-All students
AA-75%
EL-76%

Agency
77%-All students
AA-75%
EL-82%

Belonging
72%-All students
AA-72%
EL-72%

Goals:
By June 2025:
65% of Bancroft students will report feeling safe, a 9% increase from 2024.
85% of Bancroft students will increase student agency, an 8% increase from 2024.
82% of students will report feeling a greater sense of belonging, a 10% increase from 2024.
85% of students will increase student identity, a 5% increase from 2024.
50% of students will feel connected to a staff member on campus, a 15% increase from 2024.

Action Plan Summary:
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 Plan Summary:

Agency
77%-All students
AA-75%
EL-82%

Spring Goal:
All: 85%
Black/AA: 80%
EL: 85%

Identity
85%-All students
AA-80%
EL-80%

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

Belonging
72%-All students
AA-72%
EL-72%

Spring Goal:
All: 85%
Black/AA: 85%
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**
ELA	1) 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 mesured 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,	Goal Partially or Not Met	SBAC 53% of students Met or Exceeded (23-24) as compared to 55% the previous year. 38% of African-Americans students Met or Exceeded (23-24) as compared to 43% the previous year. 13% of ELL students Met or Exceeded (23-24) as compared to 18% the previous year. I-Ready: from Diagnostic 1 to Diagnostic 3: 41% of our students showed no growth 48% of African American students showed no growth 46% of AA students showed growth 38% of ELL students showed growth Bancroft's students are either showing no growth or On track when comparing Diagnostic 1 data to Diagnostic 3 data.	Instructional focus is progressive questioning (DOK 3 and4). Each department has created a PDSA cycle with a focus on questioning (Using the district's content instructional practices). Admin feedback is centered around this instructional focus as well as all of our PD's. Advisory is now the first 30 minutes of the day, with the focus on completing i-Ready lessons. Teacher's have also been introduced to Data Chats through our PD and are expected to complete Data Chats with their students. Teachers will have 1:1 Data Chats with a member of our admin team. These Data Chats will consist of teachers bringing data for 6 6 students (AA and/or ELL students) and discussing how they have adapted their instruction to meet the needs of these students. If they do not have 6 AA/ELL students then they will select high, medium, and low students.

	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.			
Math	1) 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	Goal Partially or Not Met	Identified Area of Need: I-Ready (from Diagnostic 1 to Diagnostic 3) 33% of students were 2 or more grade levels below 31% of students were 1 grade level below SBAC	Instructional focus is progressive questioning (DOK 3 and4). Each department has created a PDSA cycle with a focus on questioning (Using the district's content instructional practices). Admin feedback is centered around this instructional focus as well as all of our PD's. Advisory is now the first 30 minutes of the day, with the focus on completing i-Ready lessons.

	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		36% of students Met or Exceeded (23-24) as compared to 38% the previous year. 20% of African-Americans students Met or Exceeded (23-24) as compared to 25% the previous year. 5% of ELL students Met or Exceeded (23-24) as compared to 5% the previous year.	Teacher's have also been introduced to Data Chats through our PD and are expected to complete Data Chats with their students. Teachers will have 1:1 Data Chats with a member of our admin team. These Data Chats will consist of teachers bringing data for 6 6 students (AA and/or ELL students) discussing how they have adapted their instruction to meet the needs of these students. If they do not have 6 AA/ELL students then they will select high, medium, and low students. Our IIC is working closely with our 6th grade math teachers to provide support.

	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.			
English Learner	1) 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.	Goal Partially or Not Met	15 6th grade LTEL's (2023-2024) of those 15, 3 have been reclassified.	Instructional focus is progressive questioning (DOK 3 and4). Each department has created a PDSA cycle with a focus on questioning (Using the district's content instructional practices). Admin feedback is centered around this instructional focus as well as all of our PD's. Advisory is now the first 30 minutes of the day, with the focus on completing i-Ready lessons. Teacher's have also been introduced to Data Chats through our PD and are expected to complete Data Chats with their students. Teachers will have 1:1 Data Chats with a member of our admin team. These Data Chats will consist of teachers bringing data for 6 students (AA and/or ELL students) and discussing how they have adapted their instruction to meet the needs of these students. If they do not have 6 AA/ELL students then they will select high, medium, and low students.

	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			
Culture/Climate	1) 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	Goal Partially or Not Met	Belonging 72%-All students AA-72% EL-72%	As a staff we revised our mission and vision statement and included 4 Core values that center our work with the interest of students being first.

	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%			

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 1)	Strong Positive Impact	Strong Positive Impact	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 population and want to ensure that everyone is supervised and able to participate in the various activiities they feel comfortable in. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
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 & improve grades in school., and help at risk youth improve their attendance. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Tutoring is necessary for struggling students. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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 teachers they support (co-teach partners). (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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. (PD 3)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions. (PD 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Planners to help students stay organized. Planners help parents communicate with teachers and help parents support students. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Wevideo: This program is used throughout our advanced computer multimedia course to record and create films collaboratively. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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 storybaord ideas into fruition. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
The purchase of laptop computers for new staff members. (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
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. (SM 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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. (SM 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Software program to monitor student screens. Blocksi is no longer compatible with iOS platform. (SM 7)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
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: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. All 6-8 Language Arts classrooms will use: • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • 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.	Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: 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. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) Diagnostic reading growth assessments 3x a year (iReady) Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)	myPerspectives and associated ancillary materials, Pearson Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level - NewsELA Thinking Maps ELLevation iReady

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events 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: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays 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. 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. Research Task & Presentation SBAC Summative assessment (Grades 3-8)	myPerspectives and associated ancillary materials, Pearson Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
Math (6-8) 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: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency 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. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction SBAC Summative Assessment (Grade 6-8)	Content area textbooks and online resources from Big Ideas Mathematics LBUSD Supplemental Instructional Resources Khan Academy

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

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. Attendance/Chronic Absenteeism Rate|40, Other|60	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 Homwork House at the beginning of November 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.	Identified At-Risk Students	Title 1 $6,790 Teacher Hourly P Schedule (1) for 80 hours annually - Title 1 100%	11/01/2024 - 05/01/2025 Weekly	Intervention Coordinator	The IIC will coordinate the schedule for Homework House. Attendance/Chronic Absenteeism Rate|40, Other|60

Students with failing grades need support. D/F Rate|30, Attendance/Chronic Absenteeism Rate|30, Other|40	Tutoring is necessary for struggling students.	Identified At-Risk Students	Title 1 $16,974 Teacher Hourly P Schedule (10) for 20 hours annually - Title 1 100%	11/01/2024 - 05/01/2025 Daily	Intervention Coordinator	Intervention Coordinator & Principal D/F Rate|30, Attendance/Chronic Absenteeism Rate|30, Other|40
We need support in connecting at risk youth to services. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Parent)|50	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 & improve grades in school., and help at risk youth improve their attendance.	All Parents, English Learners, Identified At-Risk Students	Title 1 $90,298 Program Facilitator .5 FTE - Title 1 100%	08/20/2024 - 06/20/2025 Daily	Principal	Principal will meet regularly with the Parent Liaison. The Parent Liaison will collect data and report to the admininstrative team, to School Site Council, and to the school community. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Parent)|50

We are a full inclusion school with ED and many of our students have requested to have someone that they can talk to (through the Pulse Survey). Culture-Climate Survey (Student-Staff)|50, SEL Survey|50	Our school psych. currently works 4 days. Having her for an extra day will allow for her to support our students that have expierenced or is currently experiencing some truama. She will also collaborate with our school social worker (Wellness Center) to provide additional support.	Other Targeted Students	Title 1 $37,035 Psychologist .2 FTE - Title 1 100%	08/20/2024 - 06/20/2025 Weekly	Principal	Admin will meet with school psych to create a PDSA cycle to monitor the effectiveness of the support Culture-Climate Survey (Student-Staff)|50, SEL Survey|50

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
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. Core Curriculum| 100	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	Title 1 $38,425 Substitute teacher full day (7) for 3 days - Title 1 100% Substitute teacher full day (12) for 6 days - Title 1 100% Substitute teacher full day (7) for 7 days - Title 1 100%	11/05/2024 - 05/01/2025 Quarterly	Principal	Principal and Assistant Principal will be working closely with department heads and curriculum leaders for the district.

	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).				
Feedback from walkthrough and PDSA Cycle. Other|100	ILT Members will meet to plan for Professional Development for the remainder of the year based on data received from ILW, PD exit slips, and classroom observations.	Title 1 $8,103 Teacher Hourly P Schedule (5) for 12 hours annually - Title 1 100% Manager Additional Assignment (2) for 12 hours annually - Title 1 100%	09/28/2024 - 05/17/2025 Quarterly	Principal and Assistant Principal and IIC.	PD Exit Slips, Feedback from instructional walkthroughs.
To ensure that QCI is taking place inside the classroom. Core Curriculum|100	Admin Team, along with teachers, will walk classroom to provided feedback on instructional teacher practices, as discussed in PD.	Title 1 $2,435 Substitute teacher full day (3) for 3 days - Title 1 100%	11/01/2024 - 05/20/2025 Quarterly	Admin and teachers and IIC.	Classroom feedback and exit slips.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

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)	324314
Title I Parent and Family Involvement (3008)	4654

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	63560

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

Midyear Adjustments:
The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

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

Administrative Share & Reservations Title I Program Administration

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:
- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers
Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra
Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools

Counselors
Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators
Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences
Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation
Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology
Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Dr. Patrick Booker	06-12-2025
Staff	Classroom Teacher	Clare Courter	06-12-2026
Staff	Classroom Teacher	Spencer Knowles	06-12-2026
Staff	Classroom Teacher	Lisa Nakama	06-12-2025
Staff	Classroom Teacher	Ruffin Swain	06-01-2025
Staff	Other School Personnel	Christina Traylor	06-12-2025
Community	Parent/Community Member	[redacted] Larison	06-12-2025
Community	Parent/Community Member	[redacted] Mott	06-12-2025
Community	Parent/Community Member	[redacted] Roberts	06-12-2025
Community	Student	E[redacted]	06-12-2025
Community	Student	K[redacted]	06-12-2025
Community	Student	K[redacted]	06-12-2025

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)	[redacted] Kushnarova
DELAC Representative	Parent of EL Student (required)	[redacted] Lomeli
Principal or Designee	Staff Member (required)	Dr. Patrick Booker
Secretary	Staff Member (required)	Christina Traylor

Name	Representing
[redacted] Kushnarova	Parent of EL Student
[redacted] Lomeli	Parent of EL Student
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?	11/13/2024

3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Task #1: Development of School Plan for Student Achievement (SPSA) -Advise/make recommendations to School Site Council (SSC) on the development of SPSA Task #2: Needs Assessment -ELAC members reviewed the 23-24 English Learner Needs Assessment and answered the Yes/No questions. -All answers were Yes, with the exception of question #3 related to Classes for Biliteracy/ Dual Immersion -Question #9 asked “What suggestions or comments do you have to improve the teaching and learning at Bancroft for the 2024-2025 school year” -Members wrote: ELAC seeks to learn more information on how dually- identified students (EL/SPEd) are being supported. Task #3: ELAC Annual Language Census (ELPAC) -ELAC members would like to provide the ELPAC Intervention, coordinated with our IIC and Dr. Sandra Velasco. The 4 Saturday session classes provided an understanding about the 4 compon
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/13/2024

6. What was SSC's response to ELAC recommendations?	SSC members have received ELAC's recommendation form. We thank the ELAC members for their recommendations to support academic achievement for our English Language Learners. SSC members approved the following: Task #1: Development of School Plan for Student Achievement (SPSA) --ELAC's review of the 2023-2024 SPSA and suggested recommendations of the development of 2024-205 SPSA. Task #2: Needs Assessment --Bancroft's total EL population is 48 students. Four students are dual-identified. --Students who are dual-identified still receive support within Special Education. At the IEP meeting, accommodations listed in the document. Modifications are made within the classroom with teachers with involvement with the student's case carrier. --Families are encouraged to communicate with teachers/case carriers for additional specialized information. Task #3: ELAC Annual Language Census (ELP

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): 11/13/2024
2. The SSC approved the **Home-School Compact** on 10/23/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/23/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 09/24/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/13/2024
6. The SPSA was approved at the following SSC Meeting: 11/13/2024

LBUSD Board of Education Approval Date:

Signatures:

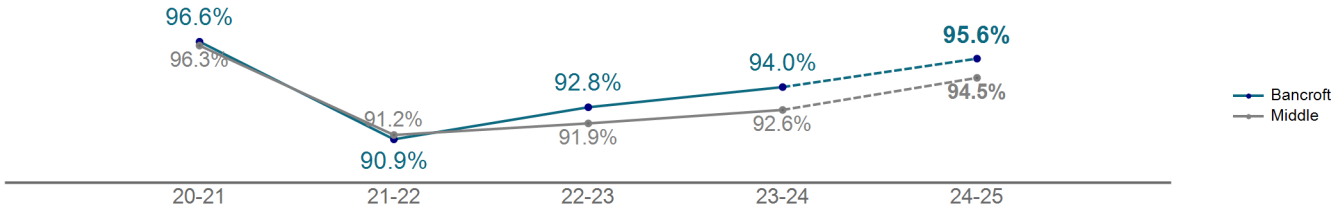
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

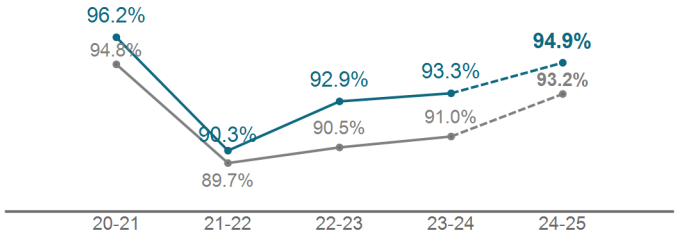
ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

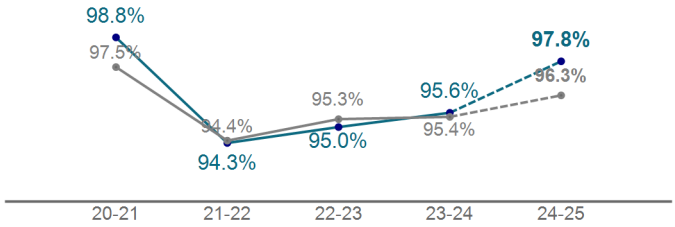
Bancroft
All Students
N = 811



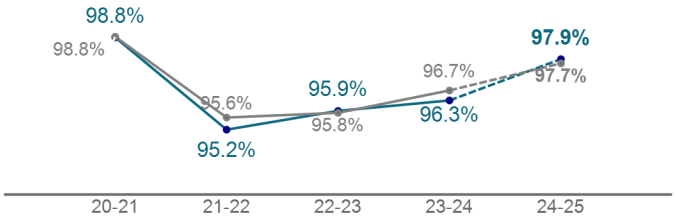
African American
N = 91



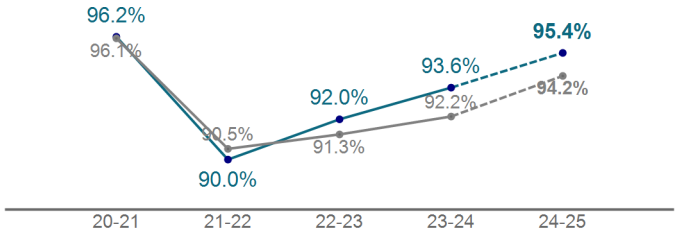
Asian
N = 66



Filipino
N = 37



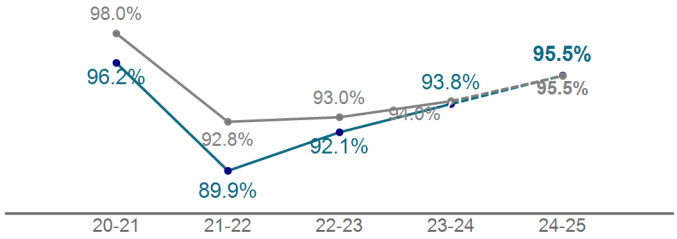
Hispanic
N = 428



Pacific Islander

Subgroup with fewer than 20 students.

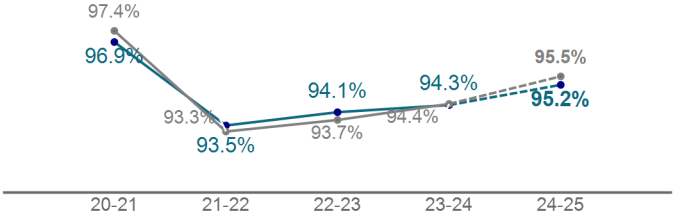
White
N = 113



Native American

Subgroup with fewer than 20 students.

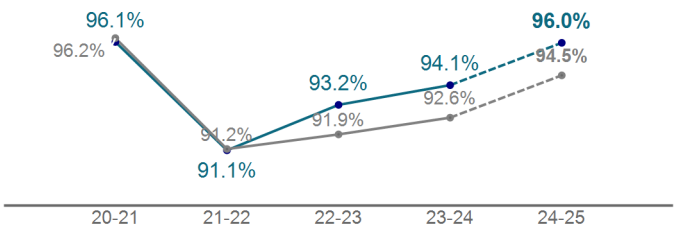
Other
N = 70



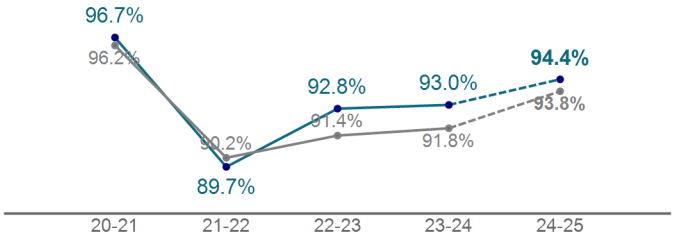
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

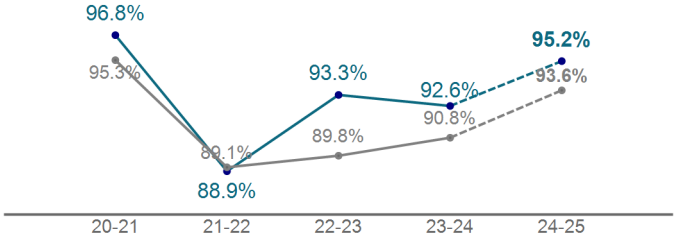
EL + RFEP
N = 107



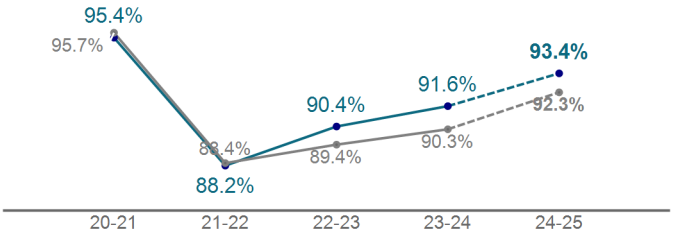
Low SES
N = 412



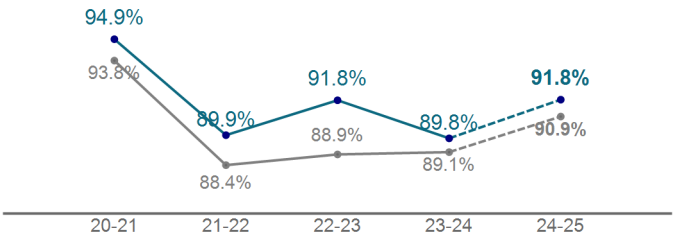
English Learner
N = 48



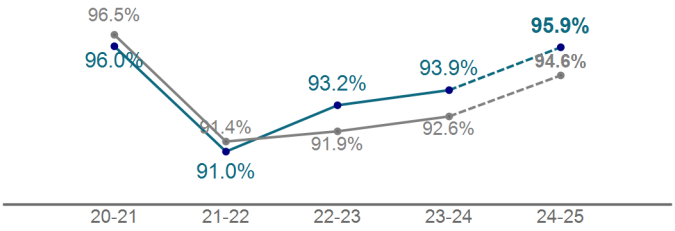
Special Education
N = 104



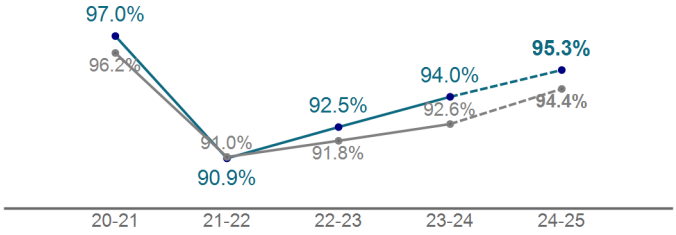
Homeless or Foster Youth
N = 33



Female
N = 381



Male
N = 429



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Data by Subgroup
Bancroft 2023-2024

Category		# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate	MS Chronic Rate
All Students	845	845	4 13 13 21 49	17.3%	22.6%	30.5%	22.8%
Grade	Gr. 06	287	4 13 11 21 50	17.4%	22.3%	28.6%	20.9%
	Gr. 07	276	5 13 13 21 47	18.1%	22.2%	31.5%	23.3%
	Gr. 08	282	4 12 15 20 48	16.3%	23.3%	31.6%	24.2%
Ethnicity	African American	107	4 20 15 26 36	23.4%	26.9%	38.3%	32.3%
	Asian	66	5 6 8 9 73	10.6%	14.3%	18.2%	12.3%
	Cambodian	60	3 8 10 12 67	11.7%	16.2%	21.7%	13.0%
	Filipino	39	10 38 51	0.0%	2.6%	10.3%	4.5%
	Hispanic	439	5 15 13 21 47	20.0%	25.7%	32.6%	24.1%
	Pacific Islander	5	20 20 60	20.0%	28.6%	40.0%	36.9%
	White	108	6 7 14 23 49	13.9%	22.9%	27.8%	16.1%
	Other	81	4 9 20 15 53	12.3%	16.9%	32.1%	15.8%
Gender	Female	381	4 13 14 20 49	16.8%	21.0%	31.0%	22.9%
	Male	462	5 13 13 21 48	17.7%	23.8%	30.3%	22.7%
	Nonbinary	2	100	0.0%	100.0%	0.0%	24.0%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 12/3/2024

[Submit Feedback](#)

[About this report](#)

Chronic Absence by Attendance Bands
School Data by Subgroup
Bancroft 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Low SES	461	5	17	15	20	43	22.6%	22.1%	37.7%	26.9%
	ELL	45	4	22	18	20	36	26.7%	19.7%	44.4%	30.9%
	RFEP	86	5	9	6	23	57	14.0%	18.6%	19.8%	17.4%
	EL + RFEP	131	5	14	10	22	50	18.3%	19.0%	28.2%	22.7%
	Special Ed.	101	9	26	12	17	37	34.7%	34.9%	46.5%	33.8%
	Spec Ed. Speech/RSP	70	1	33	11	17	37	34.3%	27.9%	45.7%	29.8%
	Homeless/Foster	44	14	30	16	25	16	43.2%	36.8%	59.1%	37.7%
	Foster	4	25	25		25	25	25.0%	0.0%	50.0%	36.2%
	Homeless	40	13	33	15	25	15	45.0%	39.6%	60.0%	37.9%
	GATE/Excel	175	3	5	11	22	59	7.4%	15.7%	18.9%	10.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 12/3/2024

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

School	# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
All Elementary	26,319	6 18 17 23 36	24.7%	32.2%	41.7%
Addams	792	7 22 16 22 33	28.9%	36.7%	44.4%
Alvarado	420	6 21 21 20 32	27.6%	40.0%	48.6%
Barton	463	11 26 19 21 23	37.4%	47.3%	56.2%
Birney	513	6 22 17 20 35	27.7%	31.6%	44.4%
Bixby	554	3 14 19 27 37	17.0%	25.1%	35.9%
Bryant	360	9 21 18 22 30	29.4%	35.1%	47.8%
Burbank	599	8 21 20 24 28	28.2%	36.7%	47.7%
Burcham	352	1 13 17 26 44	13.6%	23.8%	30.4%
Carver	525	2 12 13 28 45	13.7%	21.4%	26.7%
Chavez	328	11 22 20 21 26	33.2%	42.9%	53.0%
Cleveland	464	4 10 17 29 41	14.0%	23.9%	30.6%
Dooley	772	8 25 20 21 25	33.3%	38.5%	53.4%
Edison	472	10 20 16 19 35	29.9%	37.8%	45.6%
Emerson	345	2 8 15 25 50	9.9%	18.1%	24.6%
Fremont	456	3 11 15 25 45	14.5%	18.9%	29.8%
Gant	675	2 11 16 21 50	13.0%	19.4%	28.6%
Garfield	580	6 16 16 26 36	21.4%	35.0%	37.8%
Gompers	377	4 14 18 28 36	18.3%	30.5%	35.8%
Grant	1,012	10 22 18 20 30	31.8%	39.7%	50.2%
Harte	800	8 24 17 21 30	32.1%	38.2%	49.5%
Henry	820	6 14 27 53	7.0%	10.5%	20.6%
Herrera	720	8 22 20 21 28	30.6%	34.2%	50.6%
Holmes	396	7 19 19 22 32	26.5%	37.0%	45.7%
Hudson	301	11 22 17 20 30	32.9%	38.7%	49.5%
Kettering	354	5 12 15 24 44	17.5%	23.2%	32.2%
King	612	8 22 16 20 34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

School	# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
Lafayette	898	7 20 16 25 33	26.7%	36.5%	42.5%
Lincoln	852	9 24 16 19 32	33.7%	40.5%	49.4%
Longfellow	978	2 14 16 25 42	16.6%	23.5%	32.9%
Los Cerritos	479	1 11 16 25 47	12.9%	19.4%	28.6%
Lowell	615	2 13 14 25 47	14.3%	23.5%	28.0%
Macarthur	319	3 20 21 26 30	22.6%	30.3%	43.6%
Madison	434	3 18 17 21 40	21.2%	30.2%	38.2%
Mann	361	6 23 17 22 32	28.3%	32.8%	45.4%
McKinley	522	8 25 17 21 30	32.2%	36.6%	49.2%
Naples	317	3 11 18 28 39	14.2%	20.4%	32.2%
Oropeza	591	11 25 16 18 30	36.0%	38.1%	52.5%
Prisk	480	3 11 16 25 45	13.5%	19.7%	29.4%
Riley	443	2 18 15 29 36	20.1%	29.0%	35.4%
Roosevelt	905	13 22 20 18 28	34.6%	37.9%	54.4%
Signal Hill	649	5 16 16 22 41	21.3%	33.6%	37.1%
Smith	699	9 18 17 20 36	26.3%	32.9%	43.8%
Stevenson	534	10 22 19 18 32	31.6%	42.7%	50.2%
Twain	475	4 19 16 27 34	22.9%	26.1%	39.2%
Webster	516	8 21 18 20 34	29.1%	39.7%	46.7%
Whittier	598	8 19 16 20 36	27.8%	40.1%	43.8%
Willard	592	6 24 19 21 29	30.1%	33.9%	49.5%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 12/3/2024

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
All Middle	12,816	8 15 14 20 43	22.8%	26.3%	36.3%
Bancroft	845	4 13 13 21 49	17.3%	22.6%	30.5%
Franklin	1,090	14 20 13 18 35	34.3%	37.8%	47.0%
Hamilton	850	9 19 16 19 38	27.5%	33.7%	43.3%
Hoover	533	6 11 12 20 50	17.4%	19.2%	29.8%
Hughes	1,299	4 11 13 24 47	14.9%	18.0%	28.2%
Jefferson	1,034	9 13 13 22 44	21.5%	27.2%	34.1%
Keller	478	1 5 12 22 59	6.5%	9.2%	18.4%
Lindbergh	437	12 18 16 19 36	29.5%	33.2%	45.1%
Lindsey	753	11 16 15 20 37	27.0%	28.5%	42.2%
Marshall	980	4 13 15 19 49	16.5%	24.4%	31.9%
Nelson	866	9 18 13 19 40	27.8%	25.3%	40.5%
Rogers	805	4 11 12 18 54	15.4%	18.4%	27.8%
Stanford	1,178	4 12 11 23 50	16.1%	18.7%	27.3%
Stephens	725	14 19 15 17 34	33.4%	39.0%	48.8%
Washington	943	15 21 15 19 31	35.6%	36.1%	50.2%

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

School	# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
All K8	5,844	6 14 14 23 42	20.2%	23.7%	34.6%
Avalon	473	8 24 19 25 24	31.5%	32.7%	51.0%
Cubberley	963	2 10 11 23 54	12.0%	13.4%	22.9%
Muir	1,086	7 16 18 23 37	22.7%	28.6%	40.2%
Newcomb	878	2 9 12 23 54	10.8%	17.6%	22.6%
Powell	808	13 21 16 21 29	33.9%	35.4%	49.8%
Robinson	803	9 17 13 19 42	26.3%	28.1%	39.1%
Tincher	833	1 10 14 27 48	11.0%	14.2%	25.0%

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
All High	20,512	12 15 13 19 41	26.7%	27.9%	39.5%
Browning	346	17 15 12 18 38	32.1%	39.9%	43.6%
Cabrillo	1,805	22 20 13 18 26	42.0%	34.3%	55.3%
CAMS	667	5 5 15 75	5.2%	6.4%	10.2%
Jordan	2,288	11 15 13 20 41	25.7%	29.8%	38.8%
Lakewood	2,644	10 16 14 19 41	26.1%	28.6%	39.9%
McBride	723	5 12 13 21 49	16.9%	17.5%	30.3%
Millikan	3,395	5 12 13 22 48	16.3%	17.8%	29.5%
PAAL	172	48 27 12 6 6	75.6%	63.2%	87.8%
Polytechnic	3,823	13 15 13 19 41	27.3%	32.9%	40.0%
Reid	168	73 18 7 2	91.1%	84.6%	97.6%
Renaissance	411	11 11 13 19 46	21.7%	30.5%	35.0%
Sato	502	2 5 10 19 64	6.8%	5.8%	17.1%
Wilson	3,568	16 17 13 18 36	33.0%	29.6%	46.1%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 12/3/2024

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

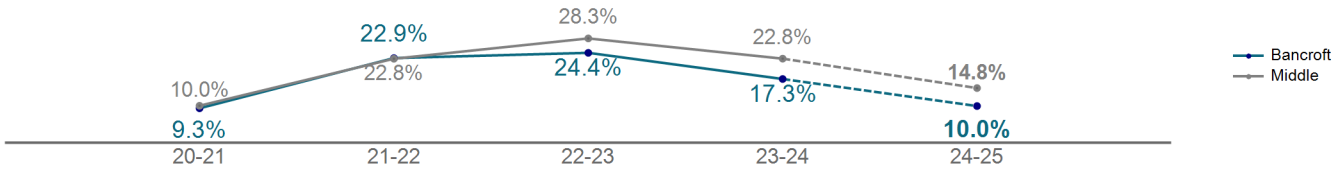
School	# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
District	65,491	8 16 15 21 40	24.6%	29.0%	39.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

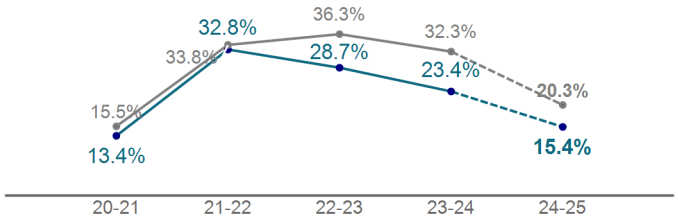
Run date: 12/3/2024

Percent of Students in the Moderately or Severely Chronic Categories

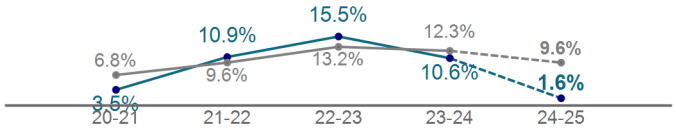
Bancroft
All Students
N = 804



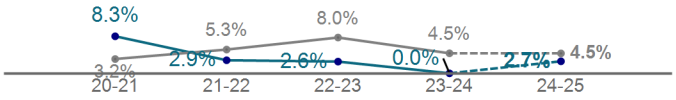
African American
N = 91



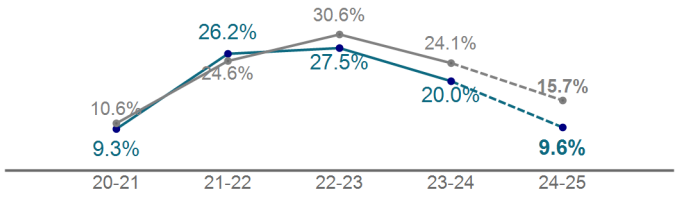
Asian
N = 63



Filipino
N = 37



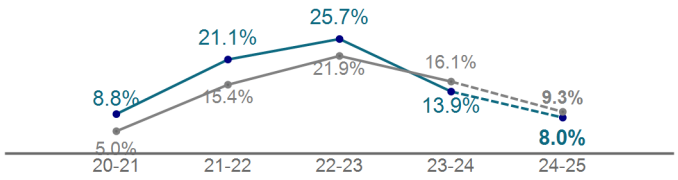
Hispanic
N = 425



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 112



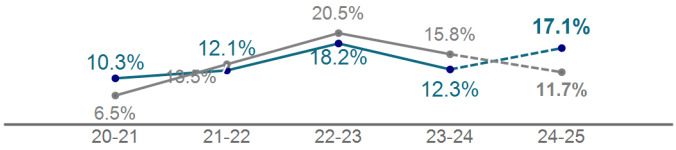
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

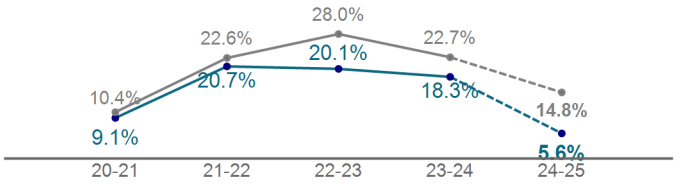
Other
N = 70



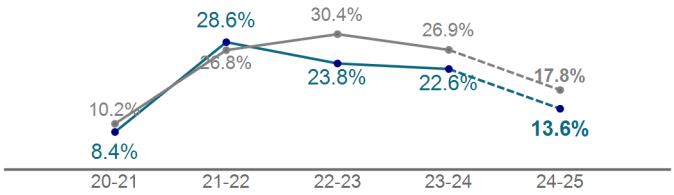
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

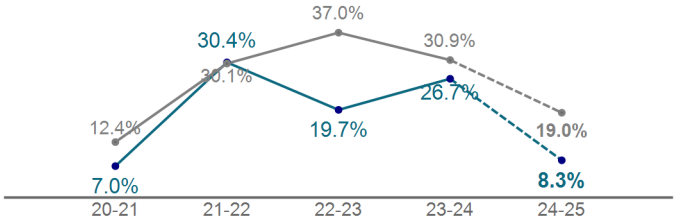
EL + RFEP
N = 107



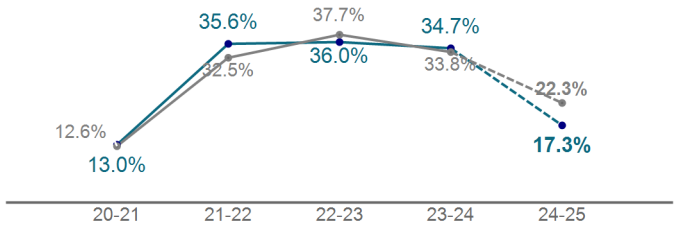
Low SES
N = 411



English Learner
N = 48



Special Education
N = 104



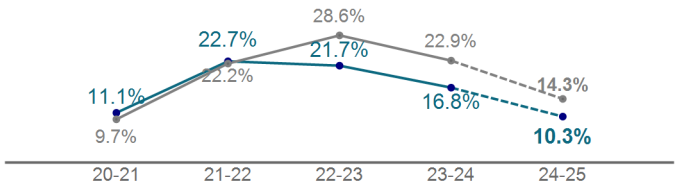
Homeless or Foster Youth

Subgroup with fewer than 20 students.

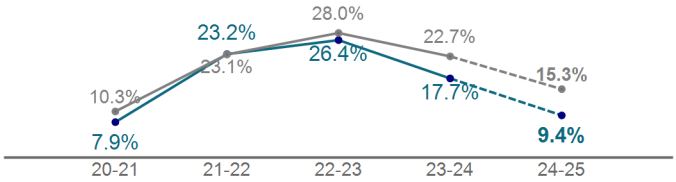
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 379



Male
N = 424



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2024 :: School Data by Subgroup

Bancroft

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	801	801	47%	19	28	35	18	53%	↓2		↓2
		All Middle	52%	27	24	31	17	48%	↑3		↑1
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 06	274	53%	21	32	33	14	47%	↓2		↓11
		All Middle	56%	29	27	28	16	44%	↑1		↓7
		District	55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	259	45%	19	25	35	20	55%	↓5		↑6
		All Middle	49%	27	22	32	19	51%	↑2		↑8
		District	48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	268	43%	16	26	37	21	57%	↑2		↓1
		All Middle	50%	25	25	33	17	50%	↑5		↑1
		District	50%	25	24	32	18	50%	↑3		↑1
Ethnicity	Hispanic	419	53%	21	32	34	13	47%	↑1		↓2
		All Middle	58%	30	28	30	12	42%	↑3		↑-
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	100	62%	32	30	24	14	38%	↓5		↓5
		All Middle	65%	39	26	26	9	35%	↑5		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	White	97	39%	14	25	36	25	61%	↓6		↓10
		All Middle	27%	13	15	36	37	73%	↓-		↓2
		District	26%	12	14	30	44	74%	↑-		↓-
	Other	77	39%	10	29	42	19	61%	↓6		↓4
		All Middle	33%	15	17	34	33	67%	↑3		↓-
		District	32%	16	15	28	41	68%	↑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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Bancroft

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Asian	64	22%	9	13	42	36	78%	↑2		↑8
		All Middle	34%	15	19	36	30	66%	↑1		↑1
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	58	29%	17	12	45	26	71%	↑4		↑7
		All Middle	37%	16	21	35	28	63%	↑2		↑-
		District	37%	18	20	30	33	63%	↑2		↑3
	Filipino	39	18%	5	13	46	36	82%	↑-		↑8
		All Middle	23%	10	13	38	39	77%	↑8		↑6
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	5*	40%	20	20	20	40	60%	↓11		-
		All Middle	54%	24	30	35	11	46%	↑6		↑8
		District	57%	28	29	31	11	43%	↑5		↑2
Gender	Female	368	42%	14	28	40	18	58%	↓2		↑1
		All Middle	46%	22	24	34	20	54%	↑3		↑2
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	432	51%	23	28	31	18	49%	↓2		↓5
		All Middle	57%	32	25	28	15	43%	↑2		↓1
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	1*	0%			100	100%		-		-
		All Middle	42%	17	25	42	17	58%	↑2		↑12
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	124	59%	23	36	34	7	41%	↓3		-
		All Middle	62%	34	28	28	10	38%	↑2		↑1
		District	63%	38	25	25	12	37%	↑1		↑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.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Bancroft

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	ELL	40	88%	48	40	13		13%	↓6		-
		All Middle	93%	65	27	7		7%	↓1		-
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	84	45%	11	35	44	11	55%	↓4		-
		All Middle	44%	16	28	40	15	56%	↑4		↑2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	2*	50%	50		50		50%	↓17		-
		All Middle	78%	48	29	18	4	22%	↓2		↓6
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	169	8%	2	6	41	50	92%	↑8		↑1
		All Middle	13%	2	11	39	48	87%	↑3		↑-
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	37	70%	38	32	19	11	30%	↓15		↑3
		All Middle	69%	43	26	25	6	31%	↓1		↑1
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	39	69%	38	31	21	10	31%	↓15		↑3
		All Middle	70%	44	26	24	6	30%	↓1		-
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	438	58%	24	34	30	12	42%	↓14		↓2
		All Middle	59%	32	27	29	11	41%	↓-		↑1
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	91	77%	46	31	19	4	23%	↑7		↓3
		All Middle	85%	65	20	12	3	15%	↑2		↑1
		District	83%	64	19	11	6	17%	↑-		↑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 ELA 2024 :: 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
Special Populations	Spec Ed. Speech/RSP	78	74%	41	33	21	5	26%	↑6		↓3
		All Middle	80%	57	24	15	4	20%	↑2		↑1
		District	79%	57	22	14	7	21%	↑-		↑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 Math 2024 :: School Data by Subgroup

Bancroft

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	797	797	64%	36	28	19	17	36%	↓2		↓3
		All Middle	68%	42	26	17	15	32%	↑2		↓-
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 06	274	62%	34	28	22	16	38%	↓1		↓3
		All Middle	68%	39	29	17	16	32%	↑-		↓2
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	258	64%	32	32	18	18	36%	↓3		↓4
		All Middle	66%	41	25	19	15	34%	↑2		↑2
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	265	66%	42	24	17	17	34%	↓2		↓3
		All Middle	69%	46	23	15	16	31%	↑4		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	Hispanic	419	70%	42	28	18	12	30%	↑1		↓4
		All Middle	74%	47	27	15	10	26%	↑2		↓-
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	98	80%	52	28	10	10	20%	↓5		-
		All Middle	83%	59	24	11	6	17%	↑1		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	White	97	48%	21	28	24	28	52%	↓1		↓7
		All Middle	41%	18	23	23	36	59%	↓2		↓2
		District	38%	17	21	25	37	62%	↓-		↓4
	Other	75	64%	27	37	15	21	36%	↓11		↓3
		All Middle	48%	24	24	22	30	52%	↑2		↓1
		District	43%	22	21	23	34	57%	↑2		↓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 Math 2024 :: School Data by Subgroup

Bancroft

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Asian	64	39%	23	16	28	33	61%	↓2		↓5
		All Middle	50%	28	22	22	28	50%	↑2		↓1
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	57	53%	30	23	18	30	47%	↓6		↓4
		All Middle	53%	30	24	21	25	47%	↑3		↓1
		District	50%	26	24	23	28	50%	↑5		↓2
	Filipino	39	41%	13	28	31	28	59%	↑4		↑5
		All Middle	38%	17	21	26	36	62%	↑13		↑9
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	5*	80%	40	40	20		20%	↓23		-
		All Middle	75%	45	30	16	9	25%	↑4		-
		District	70%	43	28	21	9	30%	↑5		↓2
Gender	Female	369	66%	37	30	21	13	34%	↓2		↓2
		All Middle	69%	42	27	17	14	31%	↑2		↑-
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	427	62%	36	26	18	20	38%	↓2		↓4
		All Middle	67%	42	25	17	17	33%	↑2		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	1*	100%	100				0%	-		-
		All Middle	75%	38	38	17	8	25%	↓14		↑5
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	125	74%	47	26	19	7	26%	↓5		↓3
		All Middle	77%	51	26	14	9	23%	↑2		↓-
		District	76%	50	26	15	9	24%	↑1		↓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 Math 2024 :: 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			
Special Populations	ELL	41	95%	78	17	5		5%	↓-		↑2
		All Middle	96%	79	17	3		4%	↑-		↓-
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	84	63%	32	31	26	11	37%	↓10		↓6
		All Middle	66%	34	32	21	14	34%	↑3		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	1*	100%	100				0%	↓67		-
		All Middle	87%	70	17	11	2	13%	↑1		↓1
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	169	21%	2	19	28	51	79%	↑5		↓2
		All Middle	26%	7	19	27	47	74%	↑4		↓1
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	36	83%	58	25	6	11	17%	↓17		↓12
		All Middle	84%	61	23	10	6	16%	↓1		↓1
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	37	84%	57	27	5	11	16%	↓19		↓12
		All Middle	84%	62	22	10	6	16%	↓-		↓1
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	435	74%	46	28	15	11	26%	↓13		↓4
		All Middle	76%	49	27	14	10	24%	↓1		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	89	89%	67	21	8	3	11%	↓-		↓5
		All Middle	92%	78	14	5	3	8%	↑1		↓-
		District	86%	70	17	8	6	14%	↑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 Math 2024 :: 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			
Special Populations	Spec Ed. Speech/RSP	77	88%	65	23	8	4	12%	↓3		↓6
		All Middle	89%	72	17	6	5	11%	↑-		↓-
		District	83%	63	20	10	7	17%	↑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 2024 :: 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	269	269	73%	13	59	21	6	27%	↑2		-
		All Middle	75%	18	57	19	6	25%	↑3		-
		District	73%	17	57	19	7	27%	↑1		-
Grade	Gr. 08	269	73%	13	59	21	6	27%	↑2		-
		All Middle	75%	18	57	19	6	25%	↑3		-
		District	75%	18	56	19	7	25%	↑2		-
	Gr. 07	All Middle*	100%	100				0%	-		-
Ethnicity	Hispanic	137	80%	17	63	18	3	20%	↑2		-
		All Middle	82%	22	60	15	3	18%	↑2		-
		District	80%	20	60	16	4	20%	↑1		-
	African American	33	70%	18	52	24	6	30%	↑14		-
		All Middle	86%	22	64	12	2	14%	↑2		-
		District	86%	24	62	12	2	14%	↑1		-
	Other	30	67%	7	60	20	13	33%	↓4		-
		All Middle	55%	9	46	31	14	45%	↑7		-
		District	56%	10	46	28	16	44%	↑1		-
	Asian	28	57%	7	50	32	11	43%	↓2		-
		All Middle	56%	6	50	33	11	44%	↑5		-
		District	55%	7	48	30	15	45%	↑2		-
	Cambodian	25	60%	8	52	24	16	40%	↓3		-
		All Middle	58%	6	52	29	13	42%	↑13		-
		District	63%	8	55	26	11	37%	↑3		-
	White	24	75%	8	67	17	8	25%	↓8		-
		All Middle	51%	9	42	30	19	49%	↑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 2024 :: School Data by Subgroup

Bancroft

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	White	District	50%	6	44	30	19	50%	↑1		-
	Filipino	15*	53%	7	47	40	7	47%	↑5		-
		All Middle	55%	6	49	33	12	45%	↑9		-
		District	55%	6	49	32	13	45%	↓1		-
	Pacific Islander	2*	100%	100				0%	-		-
		All Middle	90%	20	70	7	3	10%	↑1		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	126	73%	12	61	22	5	27%	↑5		-
		All Middle	76%	16	60	19	5	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	142	73%	15	58	20	7	27%	↑-		-
		All Middle	75%	21	54	18	7	25%	↑4		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	1*	100%	100				0%	-		-
		All Middle*	75%	75		25		25%	↑7		-
		District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	54	78%	19	59	19	4	22%	↑5		-
		All Middle	84%	24	59	13	3	16%	↑3		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	11*	100%	45	55			0%	↓3		-
		All Middle	99%	48	51	1		1%	↑1		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	43	72%	12	60	23	5	28%	↑2		-
		All Middle	78%	15	63	18	5	22%	↑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 2024 :: 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			
Special Populations	RFEP	District	76%	12	64	20	5	24%	↓-		-
	Foster	2*	100%	50	50			0%	↓100		-
		All Middle	97%	37	60	3		3%	↓-		-
		District	89%	32	57	8	2	11%	↓1		-
	GATE/Excel	52	35%	35		44	21	65%	↑16		-
		All Middle	34%	2	32	43	24	66%	↑14		-
		District	35%	3	33	39	25	65%	↑8		-
	Homeless	9*	100%	22	78			0%	↓17		-
		All Middle	88%	28	60	11	1	12%	↑3		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	11*	100%	27	73			0%	↓21		-
		All Middle	89%	29	60	10		11%	↑3		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	130	80%	19	61	17	3	20%	↓6		-
		All Middle	83%	22	61	14	3	17%	↓-		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	26	92%	31	62	4	4	8%	↑4		-
		All Middle	94%	43	51	5	1	6%	↑2		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	24	92%	29	63	4	4	8%	↑3		-
		All Middle	92%	36	56	7	2	8%	↑3		-
		District	89%	34	55	8	3	11%	↑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 ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	**All Students**	774	774	20	39 / 14 / 13 / 34
			All Middle	21	37 / 13 / 13 / 37
			District	30	33 / 15 / 16 / 36
	Grade	Gr. 06 (Minimum Growth Target: 27)	266	7	47 / 16 / 17 / 20
			All Middle	11	43 / 16 / 16 / 25
			District	12	42 / 16 / 16 / 26
		Gr. 07 (Minimum Growth Target: 25)	250	36	25 / 17 / 16 / 42
			All Middle	37	28 / 14 / 16 / 42
			District	37	28 / 14 / 15 / 42
		Gr. 08 (Minimum Growth Target: 14)	258	17	43 / 9 / 7 / 42
			All Middle	19	39 / 8 / 8 / 45
			District	19	40 / 8 / 8 / 44
	Ethnicity	Hispanic	410	22	39 / 13 / 14 / 34
			All Middle	21	37 / 13 / 13 / 37
			District	29	34 / 15 / 16 / 36
		White	93	5	44 / 19 / 8 / 29
			All Middle	18	38 / 12 / 14 / 35
			District	28	33 / 15 / 18 / 34
		African American	90	6	41 / 14 / 19 / 26
			All Middle	23	37 / 12 / 12 / 40
			District	28	34 / 15 / 15 / 37

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.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Other	75	21	39 / 12 / 15 / 35
			All Middle	22	35 / 13 / 14 / 38
			District	32	30 / 16 / 19 / 35
		Asian	63	30	33 / 13 / 8 / 46
			All Middle	24	35 / 14 / 13 / 39
			District	35	31 / 14 / 15 / 40
		Cambodian	57	28	35 / 9 / 12 / 44
			All Middle	20	36 / 14 / 12 / 38
			District	34	30 / 16 / 16 / 38
		Filipino	38	37	29 / 11 / 13 / 47
			All Middle	34	28 / 12 / 15 / 45
			District	35	29 / 16 / 17 / 38
		Pacific Islander	5^	-	20 / 20 / 60
			All Middle	34	30 / 11 / 13 / 46
			District	30	34 / 13 / 17 / 37
	Gender	Female	359	20	39 / 15 / 13 / 33
			All Middle	25	35 / 13 / 14 / 38
			District	32	31 / 15 / 17 / 36
		Male	414	18	38 / 13 / 14 / 35
			All Middle	19	39 / 13 / 12 / 37
			District	27	35 / 15 / 15 / 35

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.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Gender	Nonbinary	1^	-	100
			All Middle	10	50 / 5 / 18 / 27
			District	5	53 / 6 / 12 / 29
	Special Populations	EL + RFEP	119	26	36 / 13 / 13 / 39
			All Middle	23	36 / 12 / 13 / 38
			District	29	34 / 14 / 14 / 38
		ELL	39	34	28 / 8 / 21 / 44
			All Middle	24	36 / 13 / 13 / 38
			District	33	32 / 17 / 16 / 35
		RFEP	80	21	40 / 15 / 9 / 36
			All Middle	22	36 / 12 / 13 / 38
			District	26	35 / 12 / 13 / 40
		Foster	2^	-	50 / 50
			All Middle	-1	41 / 16 / 12 / 31
			District	9	40 / 19 / 13 / 28
		GATE/Excel	169	24	35 / 15 / 11 / 38
			All Middle	23	35 / 14 / 14 / 37
			District	31	31 / 16 / 18 / 35
		Homeless	35	14	37 / 20 / 11 / 31
			All Middle	19	39 / 12 / 12 / 38
			District	27	35 / 14 / 14 / 37

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.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Homeless/Foster	37	13	38 / 19 / 11 / 32
			All Middle	17	39 / 12 / 12 / 37
			District	25	35 / 15 / 14 / 36
		Low SES	426	20	37 / 15 / 14 / 35
			All Middle	21	37 / 13 / 13 / 37
			District	29	33 / 15 / 16 / 35
		Special Ed.	84	17	40 / 17 / 11 / 32
			All Middle	21	38 / 13 / 12 / 37
			District	28	35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	73	14	40 / 18 / 12 / 30
			All Middle	21	37 / 14 / 12 / 37
			District	31	34 / 15 / 15 / 36

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.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	**All Students**	769	769	10	44 / 10 / 13 / 32
			All Middle	15	40 / 12 / 13 / 35
			District	22	35 / 19 / 19 / 27
	Grade	Gr. 06 (Minimum Growth Target: 24)	266	13	46 / 11 / 14 / 30
			All Middle	15	40 / 15 / 15 / 30
			District	14	39 / 15 / 15 / 30
		Gr. 07 (Minimum Growth Target: 17)	248	9	43 / 9 / 14 / 34
			All Middle	17	38 / 11 / 11 / 40
			District	16	39 / 11 / 11 / 39
		Gr. 08 (Minimum Growth Target: 19)	255	7	44 / 11 / 12 / 33
			All Middle	13	42 / 11 / 12 / 36
			District	14	42 / 11 / 12 / 36
	Ethnicity	Hispanic	408	5	45 / 11 / 13 / 31
			All Middle	13	41 / 13 / 12 / 34
			District	20	36 / 20 / 18 / 26
		White	93	8	43 / 12 / 15 / 30
			All Middle	25	33 / 12 / 15 / 41
			District	27	31 / 20 / 21 / 28
		African American	89	5	51 / 11 / 11 / 27
			All Middle	8	44 / 12 / 12 / 32
			District	18	38 / 18 / 17 / 26

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.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Other	73	23	45 / 3 / 14 / 38
			All Middle	21	38 / 12 / 12 / 37
			District	27	32 / 18 / 20 / 30
		Asian	63	20	40 / 14 / 8 / 38
			All Middle	17	38 / 12 / 14 / 36
			District	25	32 / 18 / 21 / 28
		Cambodian	56	29	36 / 5 / 16 / 43
			All Middle	15	40 / 12 / 14 / 34
			District	24	33 / 19 / 21 / 27
		Filipino	38	43	24 / 8 / 21 / 47
			All Middle	41	24 / 10 / 16 / 50
			District	37	25 / 19 / 22 / 35
		Pacific Islander	5^	-	60 / 20 / 20
			All Middle	18	40 / 10 / 9 / 41
			District	24	34 / 19 / 20 / 28
	Gender	Female	358	9	47 / 12 / 13 / 29
			All Middle	16	39 / 13 / 13 / 35
			District	21	35 / 19 / 19 / 26
		Male	410	11	42 / 9 / 14 / 35
			All Middle	13	41 / 12 / 12 / 35
			District	23	34 / 19 / 19 / 28

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.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Gender	Nonbinary	1^	-	100 0
			All Middle	7	50 9 41
			District	11	45 15 6 33
	Special Populations	EL + RFEP	119	7	47 10 10 33
			All Middle	13	42 12 11 35
			District	20	37 19 16 27
		ELL	39	3	51 13 10 26
			All Middle	8	45 12 10 33
			District	24	34 20 18 27
		RFEP	80	9	45 9 10 36
			All Middle	15	40 12 12 36
			District	15	40 18 15 28
		Foster	1^	-	100
			All Middle	-3	45 16 10 29
			District	11	39 20 14 27
		GATE/Excel	169	28	30 12 17 41
			All Middle	26	31 14 15 40
			District	28	29 21 22 29
		Homeless	35	-3	51 11 14 23
			All Middle	9	45 12 10 33
			District	20	37 19 17 27

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.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Bancroft

12/3/24

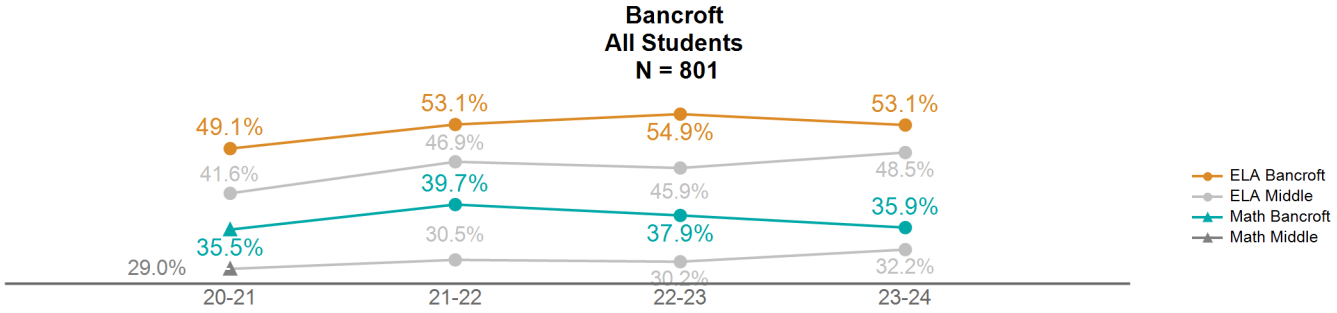
	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Homeless/Foster	36	-1	50 / 11 / 14 / 25
			All Middle 8		45 / 13 / 10 / 32
			District 19		37 / 19 / 16 / 27
		Low SES	424	3	49 / 9 / 12 / 30
			All Middle 12		42 / 12 / 12 / 33
			District 21		36 / 19 / 18 / 27
		Special Ed.	83	-15	58 / 7 / 10 / 25
			All Middle 7		46 / 11 / 10 / 33
			District 20		38 / 18 / 17 / 28
		Spec Ed. Speech/RSP	73	-19	59 / 7 / 11 / 23
			All Middle 7		46 / 11 / 11 / 32
			District 20		37 / 18 / 17 / 28

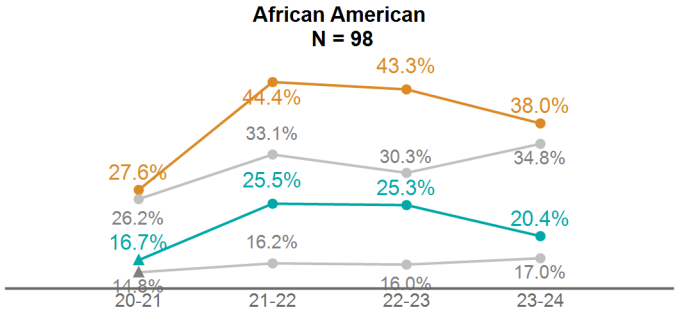
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

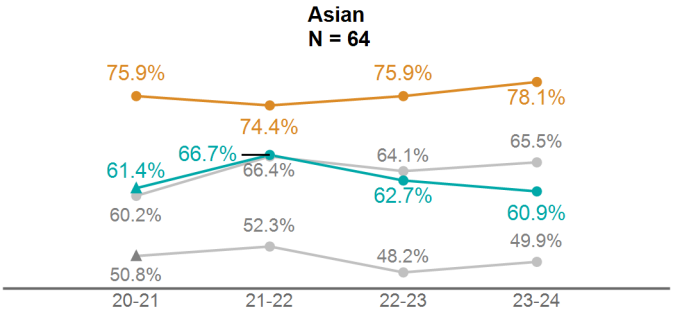
Report Name:SBAC - Growth Report - ARC Report #1109

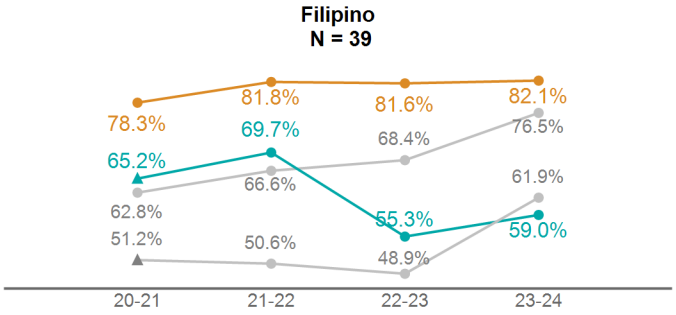
Submit Feedback

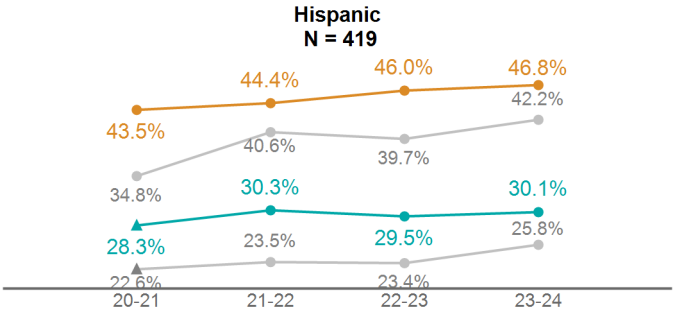
Percent of Students with Achievement Level of Met or Exceeded in SBAC





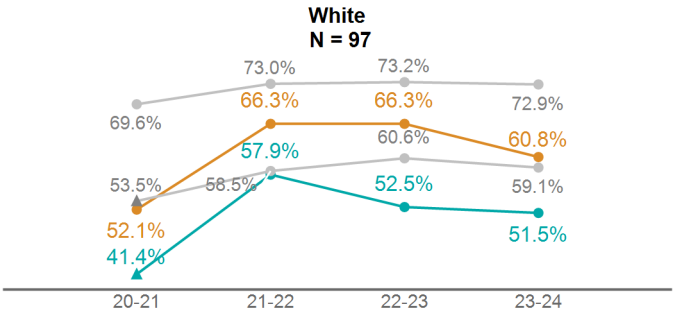






Pacific Islander

Subgroup with fewer than 20 students.



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

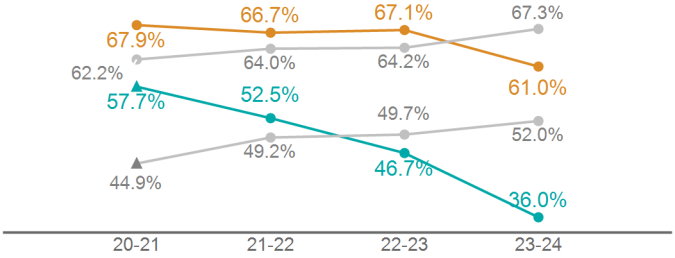
Submit Feedback

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

Native American

Subgroup with fewer than 20 students.

Other
N = 77

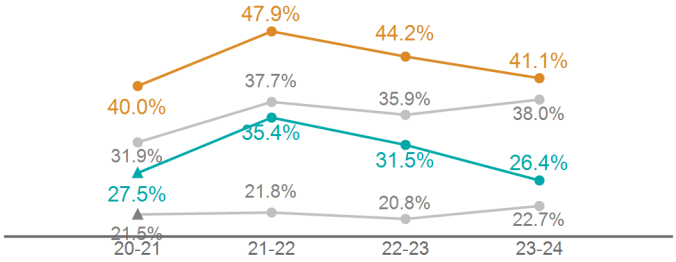


N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

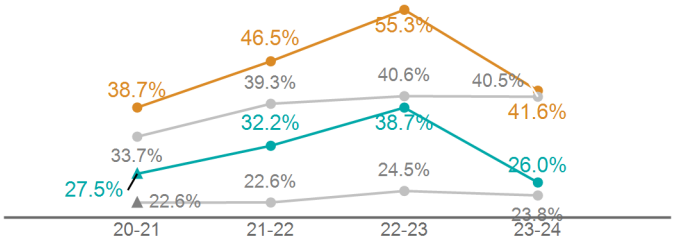
Submit Feedback

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

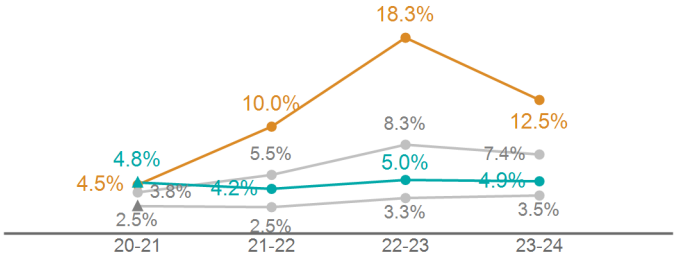
EL + RFEP
N = 125



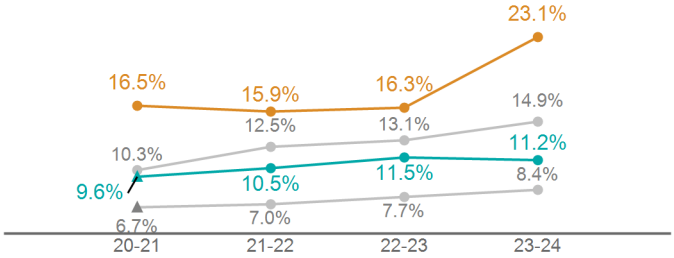
Low SES
N = 438



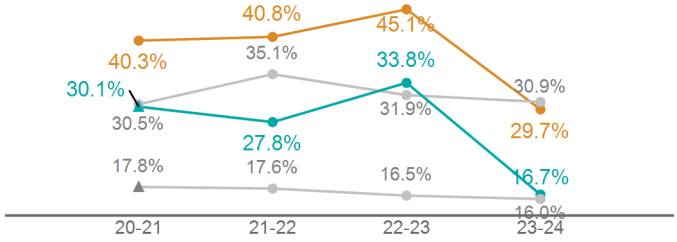
English Learner
N = 41



Special Education
N = 91



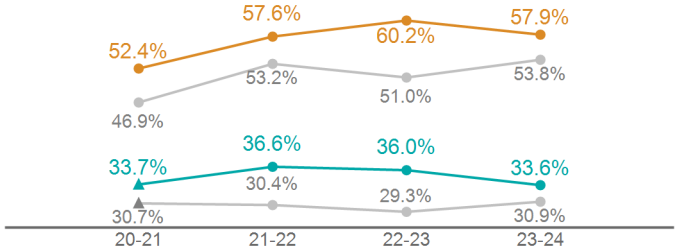
Homeless
N = 37



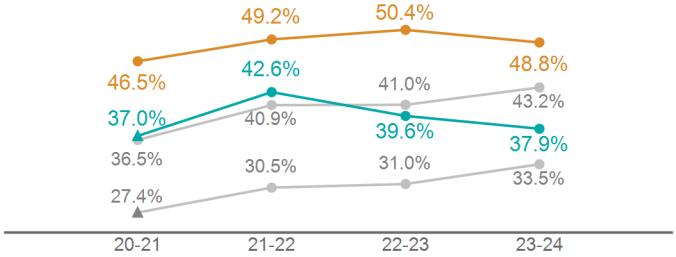
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 369



Male
N = 432



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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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 Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48		40	12	52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	6	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑7		-

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 2023-2024 :: School Comparison by Subgroup

12/3/24

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	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	3,691	58%	33	25	20	22	42%	↑-		↓3
Avalon	227	87%	57	30	10	3	13%	↓7		↓12
Cubberley	647	45%	24	21	22	33	55%	↑-		↓4
Muir	654	66%	36	30	20	14	34%	↑-		↓1
Newcomb	549	30%	10	20	27	43	70%	↓4		↓5
Powell	549	74%	49	26	16	10	26%	↑4		↑-
Robinson	532	81%	52	29	14	5	19%	↓2		↓2
Tincher	530	39%	15	24	25	36	61%	↓-		↓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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	1,285	68%	17	51	22	10	32%	↑2		-
Avalon	114	89%	27	62	10		11%	↓4		-
Cubberley	218	52%	10	43	28	20	48%	↑3		-
Muir	238	78%	17	61	17	5	22%	↑3		-
Newcomb	177	34%	2	32	40	26	66%	↓5		-
Powell	183	84%	33	51	14	2	16%	↑5		-
Robinson	182	87%	24	64	10	2	13%	↓1		-
Tincher	173	56%	10	46	32	12	44%	↑8		-

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 2023-2024 :: School Comparison by Subgroup

12/3/24

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2		15	82	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8		8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6		28	66	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6	2	8%	↑1		↓10
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15

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 Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	4,561	76%	15	61	19	5	24%	↓1		-
Browning	64	94%	27	67	6		6%	↓2		-
Cabrillo	383	92%	24	69	8		8%	↓5		-
CAMS	162	16%		15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-
Jordan	413	93%	22	72	6		7%	↓3		-
Lakewood	596	85%	17	68	14	1	15%	↓-		-
McBride	155	72%	13	59	24	4	28%	↓3		-
Millikan	755	67%	9	58	27	6	33%	↑5		-
Polytechnic	873	73%	14	59	19	7	27%	↓3		-
Reid	90	97%	42	54	3		3%	↑2		-
Renaissance	73	88%	12	75	11	1	12%	↓2		-
Sato	96	55%	4	51	32	13	45%	↓35		-
Wilson	757	75%	13	62	21	5	25%	↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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			
District (998)	3	33%	33		33	33	67%	↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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			
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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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			
District	31,977	51%	29	22	27	23	49%	↑1		↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	32,113	64%	38	25	19	17	36%	↑2		↓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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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			
District	13,994	73%	17	57	19	7	27%	↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2024

	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
School Name	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	23.7%	-2.4%	17.6%	-8.2%	29.0%	-3.5%	17.5%	-3.6%	Hispanic	20.2%	-0.1%
Bancroft	53.1%	-1.8%	47.1%	-1.8%	55.2%	-5.0%	57.1%	1.8%	African American	38.0%	-5.3%
Cubberley	68.9%	1.3%	71.7%	20.0%	67.2%	4.4%	59.8%	-7.7%	African American	43.2%	-2.1%
Franklin	34.9%	-0.7%	26.9%	-7.2%	40.0%	0.5%	37.2%	4.0%	African American	30.1%	0.9%
Hamilton	36.8%	7.3%	33.9%	1.1%	37.0%	6.8%	39.2%	13.8%	African American	33.0%	15.2%
Hoover	45.0%	10.8%	38.7%	-2.5%	50.9%	23.9%	45.2%	10.7%	African American	32.8%	6.3%
Hughes	49.8%	0.9%	48.7%	5.4%	49.2%	-5.1%	51.4%	2.4%	African American	37.4%	3.1%
IVA	0.0%	-100.0%			0.0%						
Jefferson	50.8%	0.3%	41.2%	-2.5%	52.9%	-3.7%	58.2%	6.5%	African American	44.8%	8.3%
Keller	65.2%	2.0%	57.0%	-2.7%	70.7%	1.4%	68.5%	8.0%	Hispanic	61.7%	1.8%
Lindbergh	34.5%	4.1%	35.2%	11.2%	36.9%	7.6%	31.5%	-6.0%	African American	25.0%	1.7%
Lindsey	35.0%	3.2%	33.8%	3.0%	37.2%	4.6%	33.9%	1.8%	African American	20.3%	3.4%
Marshall	62.2%	4.6%	57.8%	6.4%	62.9%	0.3%	65.9%	7.3%	Hispanic	53.5%	4.4%
Muir	40.7%	-0.6%	40.2%	2.0%	43.9%	-11.5%	51.5%	4.3%	Hispanic	36.2%	-2.6%
Nelson	32.8%	-3.5%	29.9%	-5.7%	38.3%	-0.8%	30.3%	-4.0%	African American	16.3%	3.1%
Newcomb	79.2%	-1.9%	84.2%	1.4%	81.8%	0.0%	81.5%	-9.1%	African American	62.5%	-12.5%
Powell	32.4%	-3.6%	21.9%	-5.4%	35.5%	0.0%	26.0%	-4.7%	Other	18.2%	0.0%
Robinson	28.8%	-2.6%	21.4%	-14.6%	49.5%	17.5%	28.6%	-8.5%	African American	25.5%	2.7%
Rogers	65.3%	-5.9%	60.4%	-7.1%	65.9%	-6.8%	69.3%	-3.9%	African American	37.0%	5.8%
Stanford	67.9%	0.9%	64.5%	-3.9%	73.1%	5.1%	65.6%	1.1%	African American	44.1%	-7.7%
Stephens	54.1%	17.1%	49.3%	16.5%	56.5%	13.3%	56.4%	21.8%	Hispanic	47.7%	13.8%
Tincher	72.3%	3.5%	70.5%	6.4%	72.2%	1.4%	67.7%	-2.6%	African American	51.2%	1.2%
Washington	29.1%	2.8%	27.8%	3.8%	28.8%	2.5%	30.7%	2.0%	African American	20.8%	0.6%

SBAC ELA 2024

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
100	44.1%	Filipino	39	41.1%	-3.1%	30.8%	-15.2%	25.6%	6.3%	23.1%	6.8%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
123	38.3%	Cambodian	57	33.3%	1.0%	31.3%	6.7%	9.7%	0.5%	7.1%	0.2%
100	32.4%	Asian	26	33.3%	4.6%	25.5%	9.0%	12.5%	-1.6%	8.2%	-1.5%
116	30.4%	Asian	38	43.2%	10.6%	41.4%	21.4%	23.3%	11.5%	16.7%	7.6%
203	33.0%	Asian	98	41.0%	1.3%	33.3%	-0.5%	17.9%	-2.5%	14.9%	-1.2%
				0.0%							
154	33.8%	White	42	46.9%	-1.9%	35.6%	0.2%	20.2%	-4.2%	15.9%	-0.9%
371	22.3%	Other	25	50.3%	1.0%	46.2%	1.7%	5.9%	-29.4%	5.9%	-29.4%
92	11.5%	Hispanic	249	34.2%	4.9%	28.6%	-2.7%	7.5%	-8.6%	6.3%	-4.8%
118	33.8%	Cambodian	24	35.9%	3.1%	32.3%	-0.8%	8.8%	2.2%	8.2%	3.0%
488	38.8%	Filipino	26	46.5%	4.7%	39.2%	-5.0%	30.2%	8.4%	23.5%	5.6%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
98	43.1%	Other	37	27.5%	-6.8%	14.3%	-11.4%	13.6%	1.1%	10.3%	1.4%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%
46	40.2%	White	319	40.7%	-8.2%	33.3%	-4.8%	31.0%	-0.6%	21.8%	0.4%
111	36.5%	Other	124	43.3%	-8.2%	32.1%	-19.0%	37.1%	-0.6%	29.1%	0.6%
436	38.0%	Filipino	63	51.4%	17.3%	31.9%	5.4%	13.1%	10.4%	9.6%	6.9%
41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%	-2.8%
96	9.2%	Hispanic	682	29.7%	4.6%	17.5%	0.7%	13.7%	7.7%	10.6%	6.0%

SBAC ELA 2024

	Gender Diff
	3.4%
	9.0%
	10.9%
	14.6%
	9.6%
	13.9%
	11.2%
	2.8%
	18.0%
	7.8%
	14.9%
	13.5%
	13.0%
	7.8%
	15.6%
	7.4%
	11.0%
	3.1%
	13.4%
	8.5%
	13.7%
	10.3%

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 6

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	274	17 15 40 23 5
			2	250	16 12 35 24 14
			3	269	14 10 31 30 14
	Teacher	Mok, B	1	170	13 15 42 25 5
			2	159	13 13 37 22 16
			3	171	13 11 35 26 15
		Patel, J	1	102	25 14 37 20 5
			2	98	23 11 32 24 9
			3	106	19 11 25 33 11
	Ethnicity	African American	1	34	29 26 29 12 3
			2	31	32 19 26 16 6
			3	32	41 9 28 16 6
		Asian	1	13	8 8 15 46 23
			2	13	46 23 31
			3	13	38 31 31
		Filipino	1	12	8 67 17 8
			2	11	45 45 9
			3	12	42 42 17
		Hispanic	1	152	18 14 42 23 3
			2	138	16 14 37 23 10
			3	148	14 14 30 29 13
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	37	14 11 30 35 11
			2	34	9 6 29 21 35
			3	38	8 8 24 34 26
		Other	1	25	12 16 56 16
			2	22	14 14 36 32 5
			3	25	8 8 40 40 4

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 6

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Gender	Female	1	118	19 / 20 / 42 / 18 / 2
			2	108	18 / 15 / 37 / 24 / 6
			3	116	19 / 11 / 30 / 34 / 6
		Male	1	156	15 / 12 / 38 / 28 / 7
			2	142	14 / 10 / 34 / 23 / 19
			3	153	11 / 10 / 32 / 27 / 20
	Special Populations	Low SES	1	151	23 / 17 / 40 / 18 / 1
			2	135	22 / 18 / 37 / 19 / 4
			3	143	23 / 12 / 36 / 24 / 6
		ELL	1	17	53 / 24 / 24
			2	16	38 / 38 / 19 / 6
			3	17	35 / 24 / 35 / 6
		RFEP	1	19	21 / 11 / 42 / 26
			2	16	25 / 19 / 38 / 6 / 13
			3	18	17 / 11 / 39 / 17 / 17
		EL + RFEP	1	36	36 / 17 / 33 / 14
			2	32	31 / 28 / 28 / 6 / 6
			3	35	26 / 17 / 37 / 11 / 9
		Special Ed.	1	34	44 / 24 / 21 / 6 / 6
			2	29	48 / 21 / 21 / 10
			3	32	44 / 9 / 22 / 13 / 13
		Spec Ed. Speech/RSP	1	24	50 / 25 / 21 / 4
			2	20	50 / 25 / 20 / 5
			3	21	43 / 14 / 24 / 14 / 5
		Homeless	1	9	22 / 22 / 33 / 22
			2	7	29 / 14 / 29 / 14 / 14
			3	9	33 / 11 / 33 / 11 / 11
		GATE/Excel	1	61	2 / 34 / 46 / 18
			2	57	25 / 40 / 35
			3	61	20 / 34 / 46

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	261	24 16 39 18 3
			2	225	19 11 38 22 10
			3	252	20 12 34 20 14
	Teacher	Hopper, J	1	105	32 18 35 13
			2	79	28 10 42 11 9
			3	104	26 13 38 14 10
		Hun, S	1	36	36 14 31 11 8
			2	30	23 13 37 23 3
			3	34	29 6 38 18 9
		Patel, J	1	64	14 17 44 19 6
			2	59	12 14 37 24 14
			3	64	13 13 30 27 19
		Sonoqui, S	1	55	11 13 45 29 2
			2	57	11 9 35 35 11
			3	55	13 16 27 25 18

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Ethnicity	African American	1	31	39	16	39	6	
			2	26	38	4	50	4	4
			3	29	28	14	41	14	3
		Asian	1	23	9	17	17	52	4
			2	21	10	5	24	43	19
			3	22	9		36	23	32
		Filipino	1	12		58		25	17
			2	10		50		40	10
			3	12		42		50	8
		Hispanic	1	134	28	17	40	12	3
			2	111	20	15	41	17	6
			3	131	24	15	34	16	11
		Pacific Islander	1	2		50		50	
			2	2				100	
			3	1		100			
		White	1	39		15	15	38	26	5
			2	33		15	12	21	33	18
			3	35		14	11	26	23	26
		Other	1	20	20	15		50	15	
			2	22		14	9	45	18	14
			3	22		23	18	23	27	9
	Gender	Female	1	122		25	16	39	18	3
			2	103		16	15	41	22	7
			3	119		20	13	35	20	11
		Male	1	139		23	16	40	18	4
			2	122		21	8	36	22	12
			3	133		20	11	32	20	17
	Special Populations	Low SES	1	159		32	16	35	15	2
			2	134		26	9	43	17	5
			3	151		25	15	36	15	11
		ELL	1	13		54		38	8	
			2	9		56		11	33	
			3	15		47		13	33	7

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Special Populations	RFEP	1	23	17 / 13 / 52 / 17
			2	17	12 / 53 / 29 / 6
			3	23	17 / 4 / 39 / 30 / 9
		EL + RFEP	1	36	31 / 22 / 36 / 11
			2	26	27 / 4 / 46 / 19 / 4
			3	38	29 / 8 / 37 / 18 / 8
		Special Ed.	1	30	57 / 23 / 13 / 7
			2	28	57 / 14 / 25 / 4
			3	31	48 / 19 / 26 / 3 / 3
		Spec Ed. Speech/RSP	1	21	43 / 33 / 19 / 5
			2	18	44 / 17 / 33 / 6
			3	20	30 / 25 / 35 / 5 / 5
		Foster	1	1	100
		Homeless	1	16	38 / 19 / 38 / 6
			2	13	31 / 8 / 46 / 15
			3	18	28 / 17 / 22 / 6 / 28
		GATE/Excel	1	58	2 / 2 / 33 / 53 / 10
			2	51	2 / 25 / 39 / 33
			3	55	4 / 4 / 18 / 33 / 42

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	262	32 12 33 15 8
			2	236	23 13 31 16 17
			3	263	25 15 27 16 17
	Teacher	Hopper, J	1	68	74 10 16
			2	57	68 11 19 2
			3	71	51 28 18 3
		Hun, S	1	119	17 13 41 16 13
			2	108	12 12 29 23 24
			3	119	18 8 30 17 28
		Sonoqui, S	1	79	20 10 35 25 9
			2	77	9 13 43 17 18
			3	78	15 14 29 24 17
	Ethnicity	African American	1	31	39 10 35 3 13
			2	26	23 12 38 12 15
			3	33	33 12 27 9 18
		Asian	1	28	18 7 32 32 11
			2	27	11 11 22 30 26
			3	29	7 10 14 41 28
		Filipino	1	15	13 13 27 33 13
			2	14	14 7 29 21 29
			3	15	7 7 33 20 33
		Hispanic	1	132	39 14 28 14 5
			2	112	32 14 34 8 12
			3	132	33 20 26 10 12
		Pacific Islander	1	2	50 50
			2	2	50 50
			3	2	50 50
		White	1	24	21 4 67 8
			2	25	8 16 28 32 16
			3	23	13 13 43 17 13
		Other	1	30	23 17 30 13 17
			2	30	17 10 27 20 27
			3	29	21 10 24 17 28

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 8

Legend

3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Gender	Female	1	122	27 / 12 / 36 / 17 / 7
			2	111	21 / 13 / 31 / 20 / 16
			3	120	26 / 12 / 28 / 16 / 18
		Male	1	139	36 / 12 / 30 / 13 / 9
			2	124	25 / 13 / 31 / 13 / 18
			3	142	25 / 18 / 25 / 15 / 17
		Nonbinary	1	1	100
			2	1	100
			3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Special Populations	Low SES	1	128	43 14 27 12 4
			2	113	30 15 34 11 11
			3	127	30 19 26 9 16
		ELL	1	9	78 22
			2	8	63 25 13
			3	9	56 33 11
		RFEP	1	40	28 18 28 23 5
			2	40	25 15 30 15 15
			3	43	16 28 23 21 12
		EL + RFEP	1	49	37 18 22 18 4
			2	48	31 17 27 13 13
			3	52	23 29 19 17 12
		Special Ed.	1	28	61 14 18 7
			2	24	63 13 17 8
			3	27	52 15 15 11 7
		Spec Ed. Speech/RSP	1	23	57 17 22 4
			2	20	65 15 15 5
			3	23	52 13 17 9 9
		Foster	1	3	33 33 33
			2	2	50 50
			3	3	33 67
		Homeless	1	8	13 38 25 25
			2	5	40 20 20 20
			3	9	22 22 33 22
		GATE/Excel	1	53	6 32 34 28
			2	48	2 21 27 50
			3	52	4 6 15 29 46

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 6

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

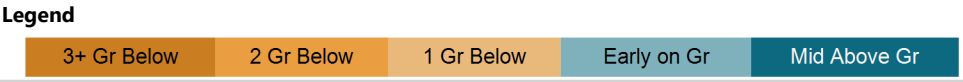
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	254	31 13 24 12 20
			2	246	28 9 25 15 23
			3	265	24 12 27 12 25
	Teacher	Franks, E	1	149	34 13 21 13 19
			2	148	30 9 23 14 23
			3	151	26 11 26 12 26
		Galarza, M	1	86	27 20 27 8 19
			2	85	29 8 28 16 18
			3	89	25 12 33 11 19
		Hirsh, G	1	35	29 14 20 11 26
			2	35	31 9 29 9 23
			3	34	26 12 21 12 29
		ROBERTS, L	1	1	100
			3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 6

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Ethnicity	African American	1	32	50 9 9 13 19
			2	26	58 15 8 19
			3	30	40 10 17 7 27
		Asian	1	13	15 23 23 38
			2	13	15 8 15 15 46
			3	12	8 33 17 42
		Filipino	1	12	8 25 17 25 25
			2	12	8 33 17 42
			3	11	9 27 9 55
		Hispanic	1	141	33 16 25 9 18
			2	141	30 9 24 18 19
			3	150	28 12 28 10 22
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	34	26 9 21 12 32
			2	33	24 6 27 9 33
			3	38	16 13 24 13 34
		Other	1	21	14 14 52 14 5
			2	20	30 45 15 10
			3	23	9 17 39 30 4
	Gender	Female	1	110	27 15 27 13 17
			2	107	22 13 35 9 21
			3	112	25 13 26 8 28
		Male	1	144	33 12 22 11 22
			2	139	32 6 18 19 24
			3	153	24 10 28 15 23
	Special Populations	Low SES	1	134	43 14 22 10 10
			2	133	37 14 24 13 13
			3	143	35 17 22 12 15
		ELL	1	17	53 24 24
			2	16	63 13 25
			3	17	71 6 24

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 6



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	RFEP	1	17	29 24 18 12 18
			2	19	21 16 32 16 16
			3	19	26 21 21 11 21
		EL + RFEP	1	34	41 24 21 6 9
			2	35	40 14 29 9 9
			3	36	47 14 22 6 11
		Special Ed.	1	34	53 24 12 3 9
			2	31	58 6 16 3 16
			3	35	57 14 17 11
		Spec Ed. Speech/RSP	1	24	58 29 8 4
			2	21	62 5 14 5 14
			3	24	67 8 17 8
		Homeless	1	8	50 25 13 13
			2	7	57 29 14
			3	8	38 38 13 13
		GATE/Excel	1	59	5 5 25 17 47
			2	59	3 5 17 20 54
			3	58	3 22 14 60

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

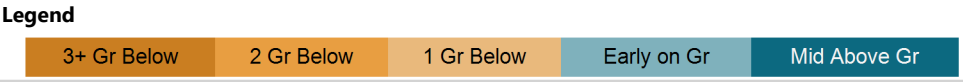
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	243	26 13 19 22 19
			2	235	34 7 18 19 22
			3	241	24 14 18 21 23
	Teacher	Carrizo, A	1	123	28 9 15 24 23
			2	126	34 7 19 19 21
			3	127	27 13 17 20 23
		Galarza, M	1	69	32 22 25 14 7
			2	66	45 11 9 15 20
			3	69	26 20 16 19 19
		Rodriguez Leyva, G	1	62	24 15 16 24 21
			2	64	31 6 22 20 20
			3	64	33 5 19 23 20
		ROBERTS, L	2	1	100
			3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Ethnicity	African American	1	27	26 7 30 19 19
			2	27	48 7 19 15 11
			3	26	31 19 19 19 12
		Asian	1	22	14 14 14 14 45
			2	23	22 9 13 17 39
			3	23	13 4 17 26 39
		Filipino	1	12	8 17 17 17 42
			2	11	18 9 9 64
			3	11	9 27 9 55
		Hispanic	1	126	33 17 17 23 11
			2	120	38 8 20 19 14
			3	126	29 19 15 21 16
		Pacific Islander	1	2	50 50
			2	2	100
			3	2	100
		White	1	35	23 9 14 26 29
			2	31	29 3 16 23 29
			3	34	18 6 26 21 29
		Other	1	19	21 5 32 26 16
			2	21	19 10 24 19 29
			3	19	21 5 21 16 37
	Gender	Female	1	114	22 14 20 29 15
			2	112	28 9 19 22 22
			3	114	18 11 20 26 25
		Male	1	129	30 12 18 16 23
			2	123	39 6 18 16 21
			3	127	30 16 17 17 21
	Special Populations	Low SES	1	147	31 15 20 20 14
			2	141	40 9 21 15 16
			3	145	30 17 16 24 14
		ELL	1	14	93 7
			2	13	92 8
			3	14	64 14 14 7

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 7



Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	RFEP	1	22	23	14	23	27	14
			2	23	43	17		22	17
			3	22	18	14	23	32	14
		EL + RFEP	1	36	50	11	14	17	8
			2	36	61	3	11	14	11
			3	36	36	14	14	25	11
		Special Ed.	1	30	60	10	13	13	3
			2	28	61	4	29	7	
			3	32	59	19	6	9	6
		Spec Ed. Speech/RSP	1	20	55	15	10	15	5
			2	18	56	6	28	11	
			3	21	48	29	5	14	5
		Homeless	1	13	54	8	8	15	15
			2	16	75	13		13	
			3	13	46	15		31	8
		GATE/Excel	1	54	6	7	13	22	52
			2	53	9	9	13	17	51
			3	54	4	9	11	28	48

[Submit Feedback](#) [i Ready Growth Report](#)

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	245	32 | 8 | 27 | 20 | 13
			2	228	31 | 13 | 17 | 19 | 20
			3	249	30 | 6 | 23 | 18 | 22
	Teacher	Ghareeb, A	1	163	36 | 9 | 25 | 16 | 15
			2	158	32 | 11 | 19 | 20 | 18
			3	166	34 | 5 | 23 | 17 | 21
		ROBERTS, L	1	3	67 | 33
			2	2	50 | 50
			3	3	67 | 33
		Rodriguez Leyva, G	1	99	36 | 4 | 28 | 22 | 9
			2	93	38 | 16 | 14 | 14 | 18
			3	101	31 | 7 | 23 | 19 | 21
	Ethnicity	African American	1	28	21 | 11 | 29 | 21 | 18
			2	23	17 | 13 | 13 | 22 | 35
			3	31	26 | 6 | 16 | 32 | 19
		Asian	1	28	21 | 14 | 21 | 25 | 18
			2	25	12 | 16 | 12 | 24 | 36
			3	28	11 | 7 | 29 | 18 | 36
		Filipino	1	14	14 | 29 | 36 | 21
			2	15	13 | 20 | 7 | 40 | 20
			3	14	7 | 21 | 36 | 36
		Hispanic	1	125	46 | 4 | 29 | 13 | 8
			2	116	46 | 13 | 18 | 12 | 11
			3	124	44 | 5 | 27 | 9 | 15
		Pacific Islander	1	2	50 | 50
			2	1	100
			3	2	50 | 50
		White	1	22	14 | 9 | 32 | 32 | 14
			2	21	19 | 19 | 24 | 14 | 24
			3	22	23 | 9 | 5 | 27 | 36
		Other	1	26	15 | 15 | 19 | 27 | 23
			2	27	19 | 4 | 19 | 33 | 26
			3	28	14 | 11 | 21 | 25 | 29

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Bancroft 2023-2024 Grade 8

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Gender	Female	1	115	27 11 22 25 15
			2	105	27 14 16 20 23
			3	122	25 7 25 18 25
		Male	1	129	37 5 32 14 12
			2	122	35 12 16 19 17
			3	126	35 6 21 18 20
		Nonbinary	1	1	100
			2	1	100
			3	1	100
	Special Populations	Low SES	1	119	41 8 26 18 7
			2	110	42 15 15 15 13
			3	116	40 6 24 14 16
		ELL	1	11	91 9
			2	8	88 13
			3	10	100
		RFEP	1	40	43 3 25 20 10
			2	38	39 13 13 24 11
			3	39	36 5 31 13 15
		EL + RFEP	1	51	53 2 22 16 8
			2	46	48 13 11 20 9
			3	49	49 4 24 10 12
		Special Ed.	1	24	63 4 21 4 8
			2	21	52 19 14 5 10
			3	24	58 8 17 8 8
		Spec Ed. Speech/RSP	1	21	62 5 24 5 5
			2	18	50 22 17 6 6
			3	21	57 10 19 10 5
		Foster	1	2	50 50
			2	1	100
			3	2	50 50
		Homeless	1	8	38 25 13 25
			2	6	50 17 17 17
			3	8	50 13 13 25
		GATE/Excel	1	54	7 6 24 24 39
			2	47	6 2 15 30 47
			3	49	6 18 16 59

Submit Feedback

i-Ready Math Overall Relative Placement School Data by Subgroup Bancroft 2023-2024

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Category		Diagnostic Window	# Students	Percent by Category
All Students	804	3	804	20 13 31 22 15
Grade	Gr. 06	3	277	15 11 31 29 14
	Gr. 07	3	257	20 12 33 20 14
	Gr. 08	3	270	26 15 27 15 17
Ethnicity	African American	3	99	34 12 32 12 9
	Asian	3	65	6 5 26 34 29
	Filipino	3	39	33 38 36 21
	Hispanic	3	421	24 16 30 19 12
	White	3	98	11 11 30 26 22
	Other	3	78	18 12 29 27 14
Gender	Female	3	365	22 12 32 23 12
	Male	3	438	19 13 30 20 18
Special Populations	Low SES	3	436	26 15 33 16 10
	ELL	3	43	47 21 26 2 5
	RFEP	3	85	16 18 32 22 12
	EL + RFEP	3	128	27 19 30 16 9
	Special Ed.	3	93	49 14 20 9 8
	Spec Ed. Speech/RSP	3	66	44 17 24 9 6
	Homeless	3	37	30 16 27 5 22
	GATE/Excel	3	170	23 19 32 44

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 12/3/2024

[Submit Feedback]

i-Ready Reading Overall Relative Placement School Data by Subgroup Bancroft 2023-2024

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Category		Diagnostic Window	# Students	Percent by Category
All Students	803	3	803	29 10 23 16 22
Grade	Gr. 06	3	274	26 11 27 12 24
	Gr. 07	3	260	28 13 17 20 21
	Gr. 08	3	269	33 6 23 17 21
Ethnicity	African American	3	97	39 10 15 18 18
	Asian	3	65	12 5 26 20 37
	Filipino	3	38	8 3 24 21 45
	Hispanic	3	423	35 12 23 13 17
	White	3	97	20 9 20 20 32
	Other	3	78	21 10 27 22 21
Gender	Female	3	368	26 10 23 17 24
	Male	3	434	32 10 22 16 20
Special Populations	Low SES	3	438	38 13 20 16 14
	ELL	3	44	75 7 11 5 2
	RFEP	3	84	31 11 25 18 15
	EL + RFEP	3	128	46 9 20 13 11
	Special Ed.	3	95	60 14 13 5 8
	Spec Ed. Speech/RSP	3	68	59 15 13 7 6
	Homeless	3	35	54 14 3 17 11
	GATE/Excel	3	168	4 4 18 20 54

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 12/3/2024

Dec 03, 2024

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Bancroft

Site Level Overall Performance Level Summary

9%	32%	32%	26%
Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
10% Beg.	69% Some/Mod.	21% Well Dev.	8% Beg.	27% Some/Mod.	65% Well Dev.	31% Beg.	62% Some/Mod.	8% Well Dev.	8% Beg.	75% Some/Mod.	17% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
06	5%	38%	33%	24%	5%	67%	24%	5%	29%	62%	29%	67%	0%	5%	76%	14%
07	18%	24%	35%	24%	18%	59%	24%	12%	18%	71%	29%	59%	12%	12%	65%	24%
08	7%	33%	27%	33%	7%	80%	13%	7%	33%	60%	33%	53%	13%	7%	80%	13%

Reclassifcation Criteria

ELPAC Results (CDE Site)

Attendance/Chronic Absenteeism Rate

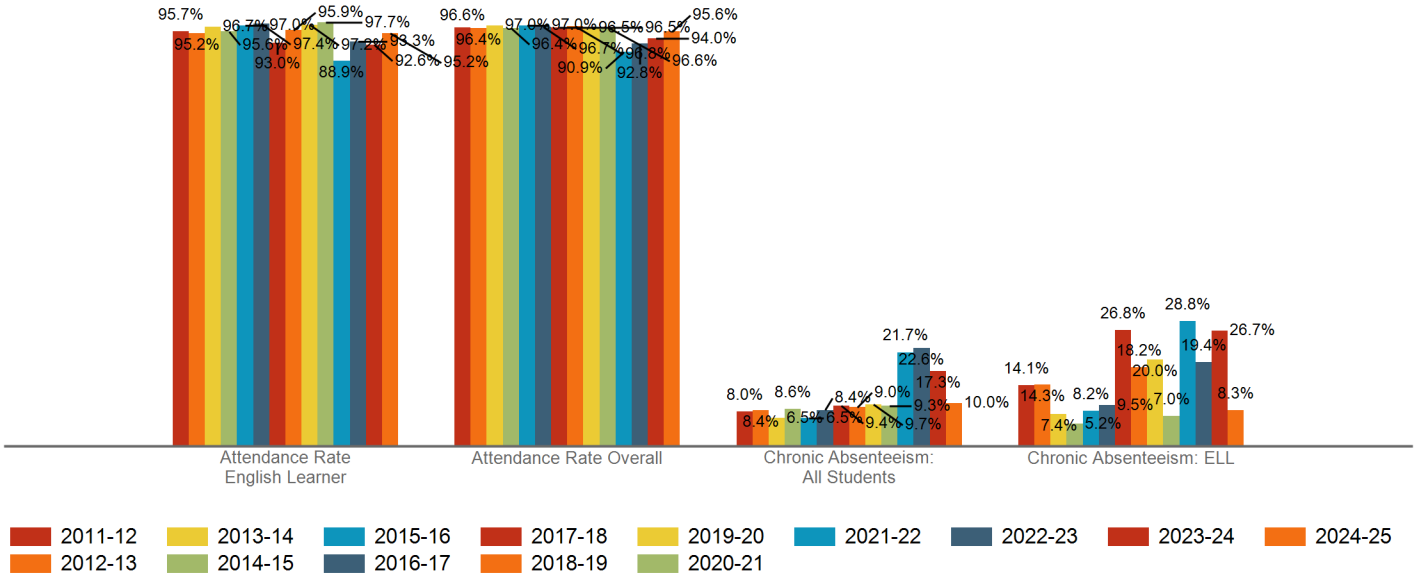
School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	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%

Attendance/Chronic Absenteeism Rate

School Year: 23-24



Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
4	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 & improve grades in school., and help at risk youth improve their attendance.		Program Facilitator
Total			

Culture-Climate Survey (Parent)

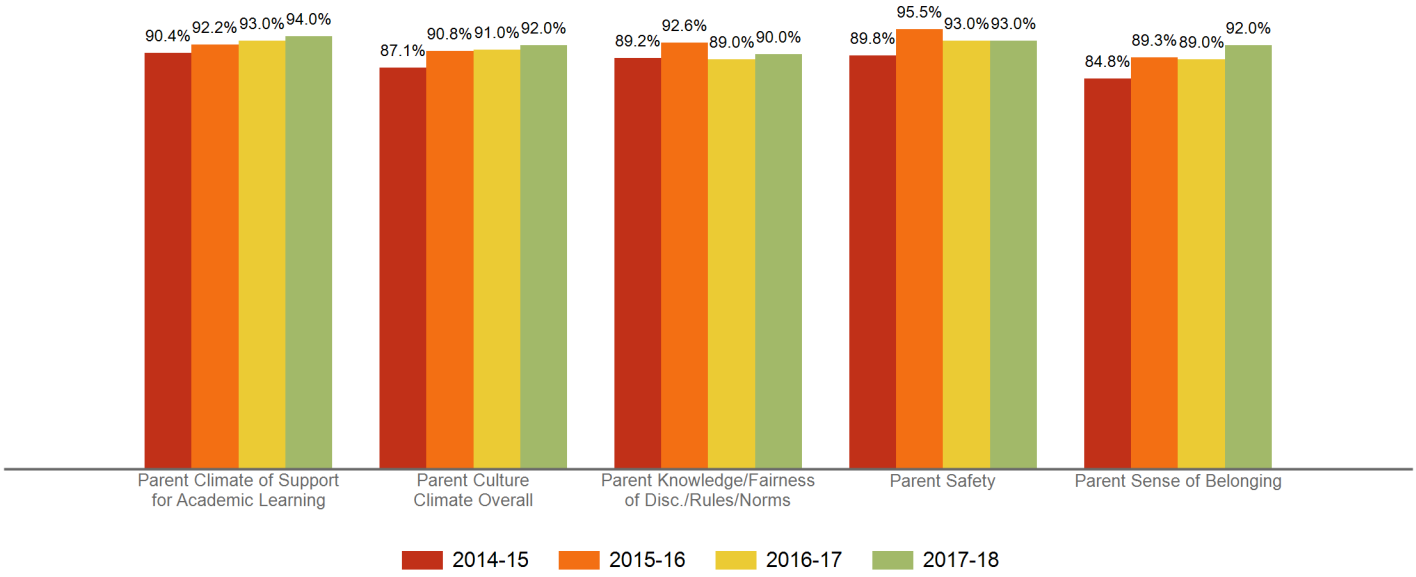
School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	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%

Culture-Climate Survey (Parent)

School Year: 23-24



Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
4	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 & improve grades in school., and help at risk youth improve their attendance.		Program Facilitator
Total			

Culture-Climate Survey (Student-Staff)

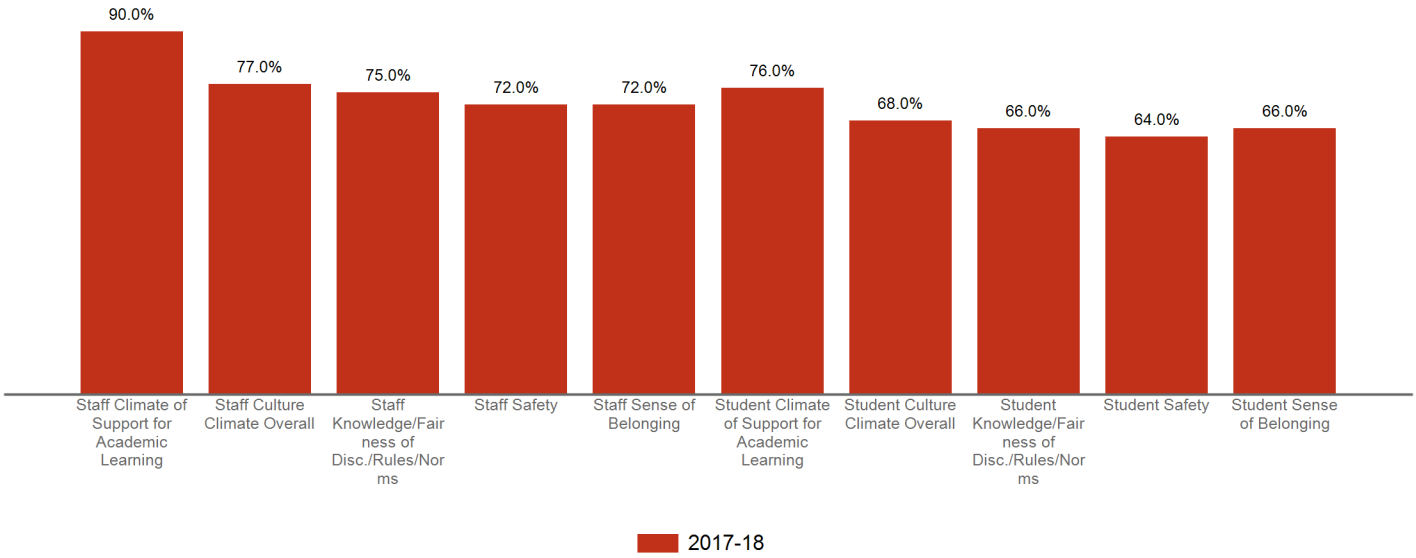
School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	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%

Culture-Climate Survey (Student-Staff)

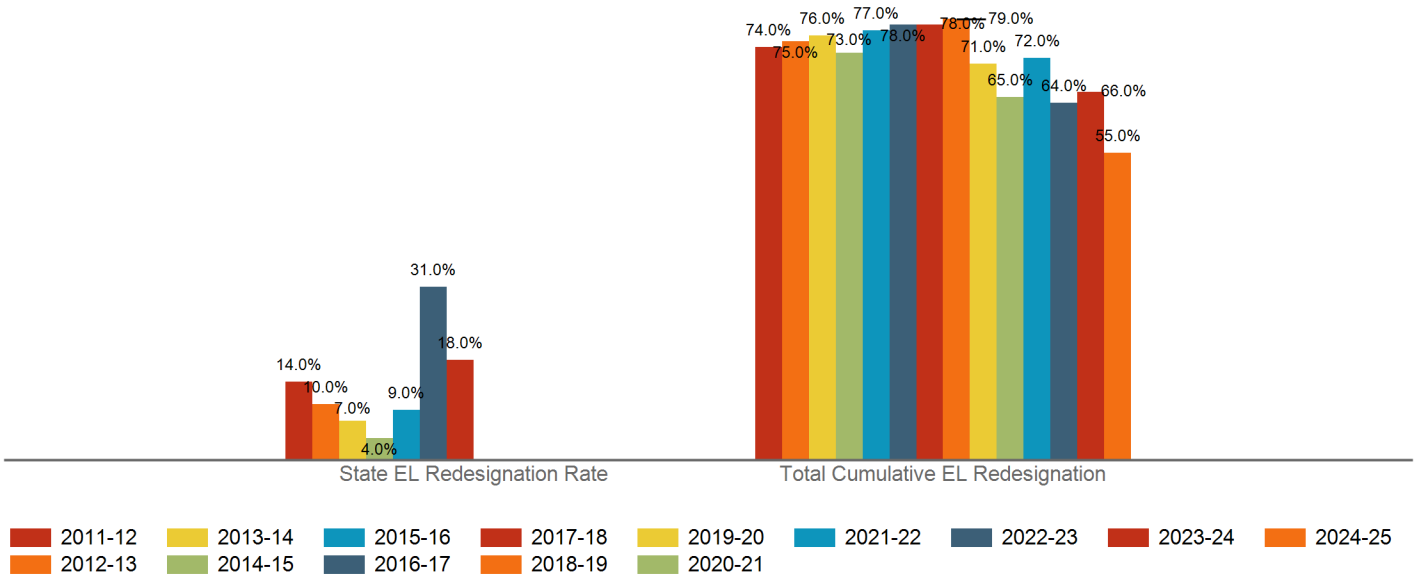
School Year: 23-24



Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
1	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 teachers they support (co-teach partners).		Substitute teacher full day
2	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 additonal 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.		Hourly - Recreation Aide
3	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.		Teacher Hourly Extra Comp
Total			

EL Reclassification

School Year: 23-24



Budgeted Items

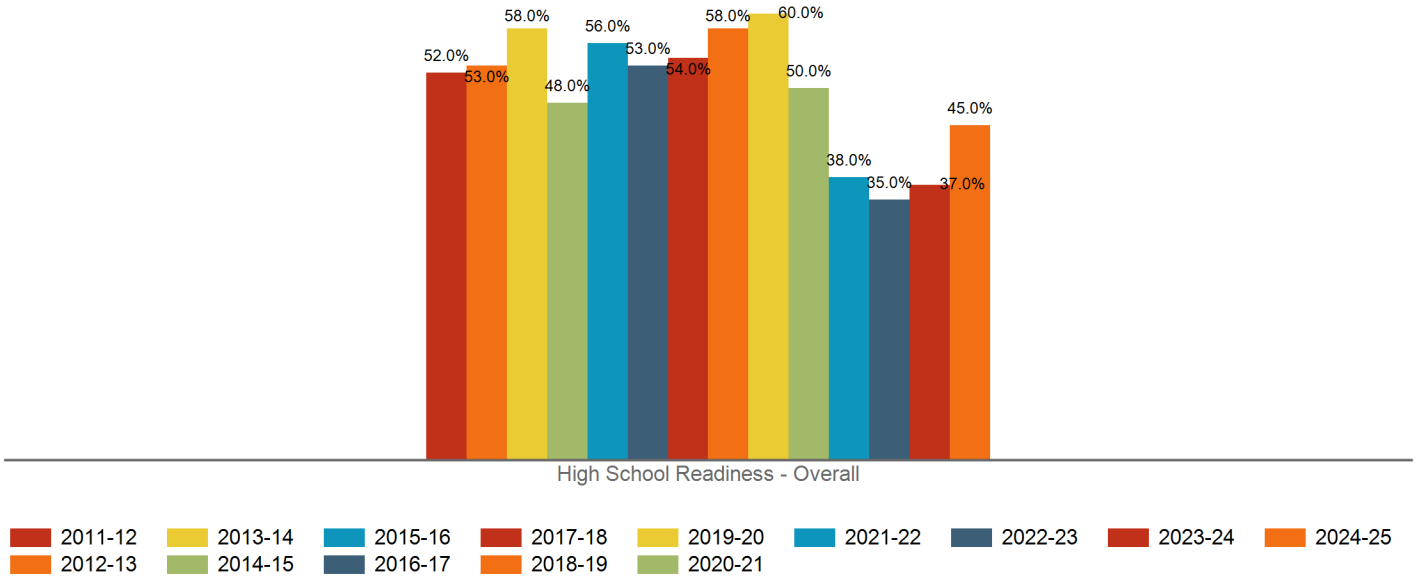
Line Number	Description	Cost	Personnel Summary
4	Parent Liaison to help identify the at risk students, create connections between the at-risk students and their families, offer tutoring, connect parents with resources, set up parent conferences, help at risk students track & improve grades in school., and help at risk youth improve their attendance.		Program Facilitator
Total			

EL Reclassification Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
19044	14	3/2/24	3/23/24	4	3	12
	14					**12**

High School Readiness

School Year: 23-24

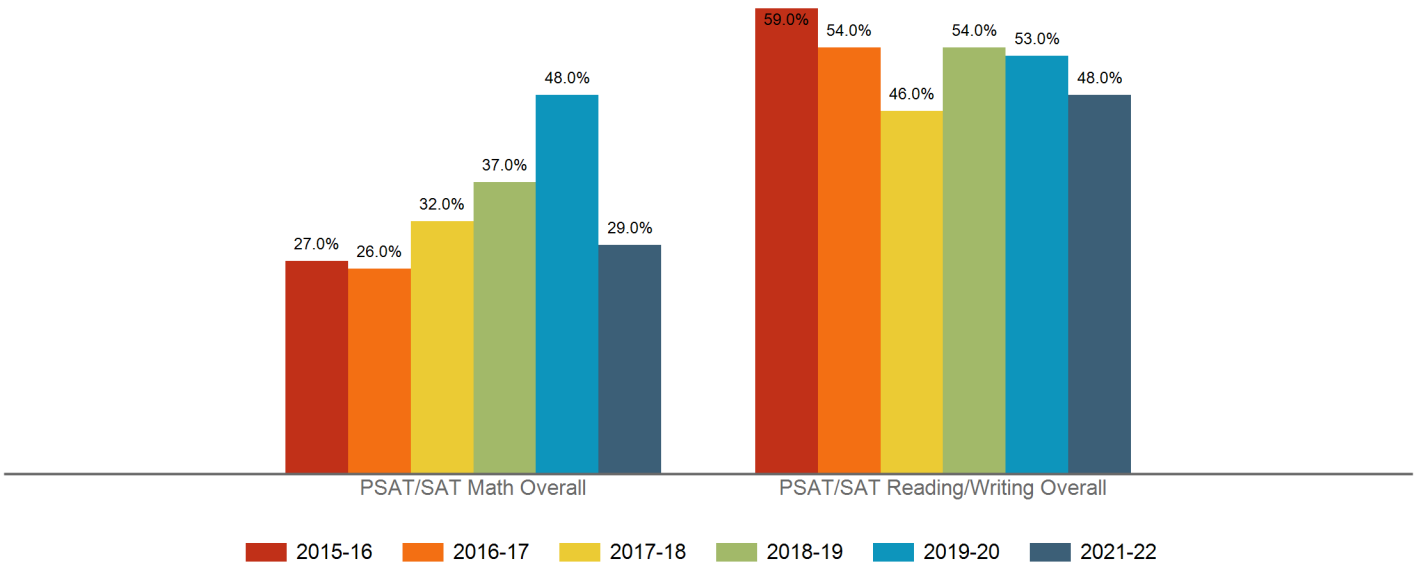


Budgeted Items

Line Number	Description	Cost	Personnel Summary
4	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.		Teacher Hourly Extra Comp
Total			

Other College Readiness Measures

School Year: 23-24



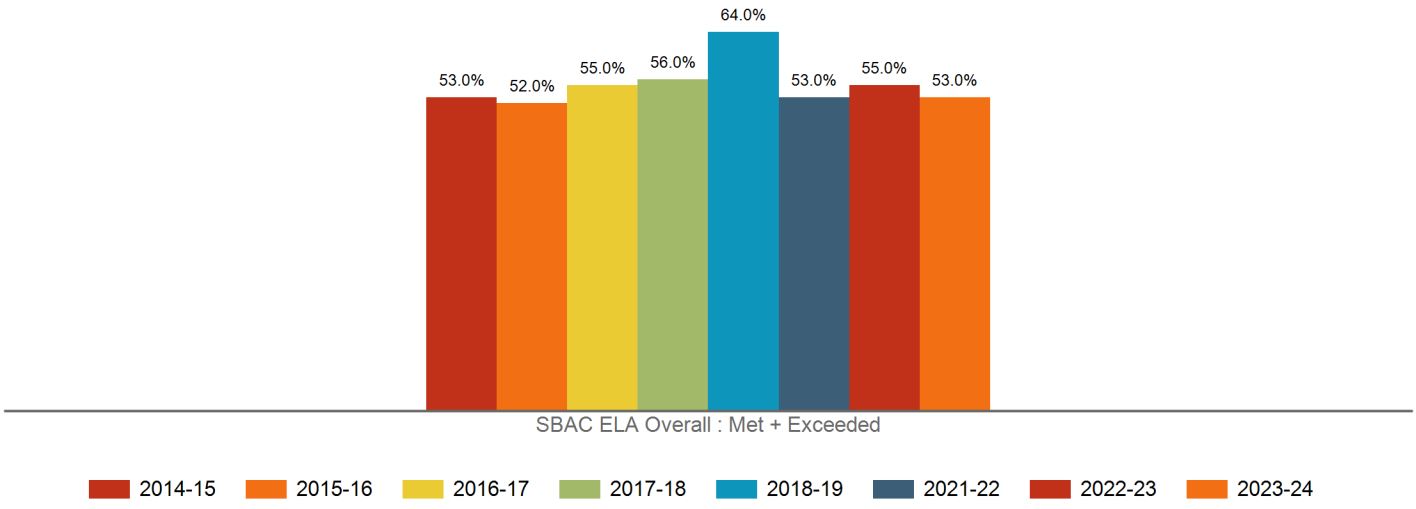
Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
4	Parent Liaison to help identify the at risk students, create connections between the at-risk students and their families, offer tutoring, connect parents with resources, set up parent conferences, help at risk students track & improve grades in school., and help at risk youth improve their attendance.		Program Facilitator
Total			

SBAC ELA

School Year: 23-24

Goals

Area	Description
ELA Goals	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 mesured 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.



SBAC ELA

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	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 teachers they support (co-teach partners).		Substitute teacher full day
4	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.		Teacher Hourly Extra Comp
6	Tutoring is necessary for struggling students.		Teacher Hourly P Schedule
Total			

Reading-SBAC/Benchmark Interventions

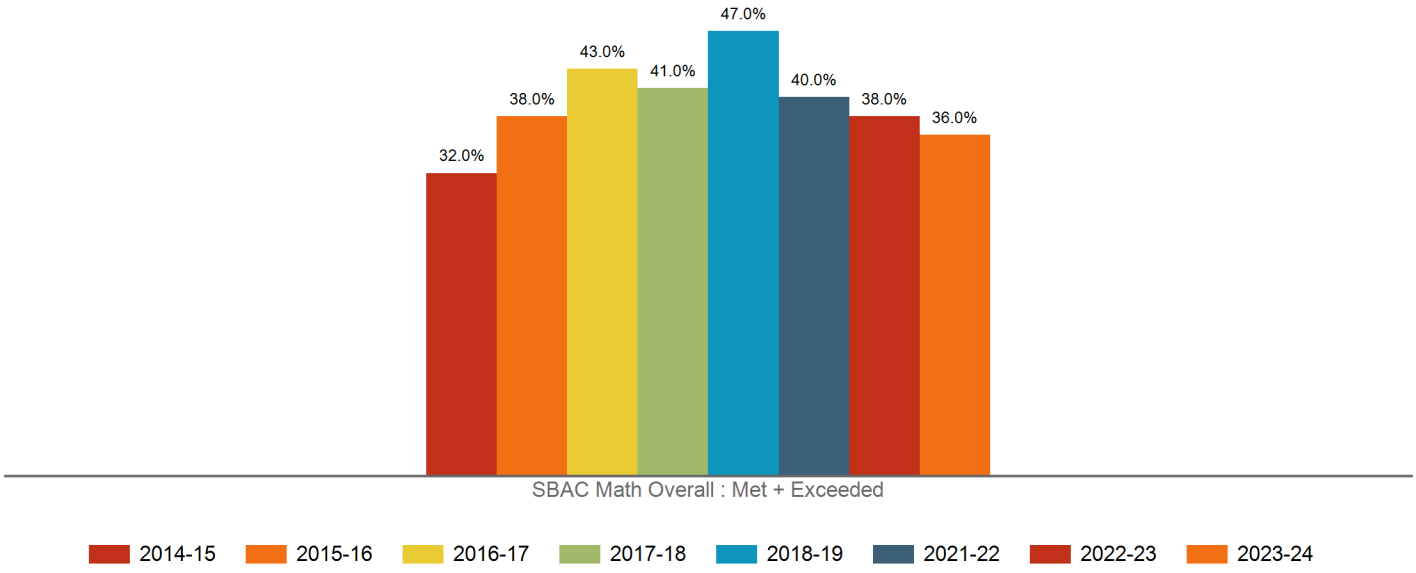
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
19046	1	3/11/24	3/11/24	12	0.25	3
	1					**3**

SBAC Math

School Year: 23-24

Goals

Area	Description
Math Goals	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.



SBAC Math

School Year: 23-24

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
1	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 teachers they support (co-teach partners).		Substitute teacher full day
4	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.		Teacher Hourly Extra Comp
6	Tutoring is necessary for struggling students.		Teacher Hourly P Schedule
Total			

Suspension/Explusion Rate

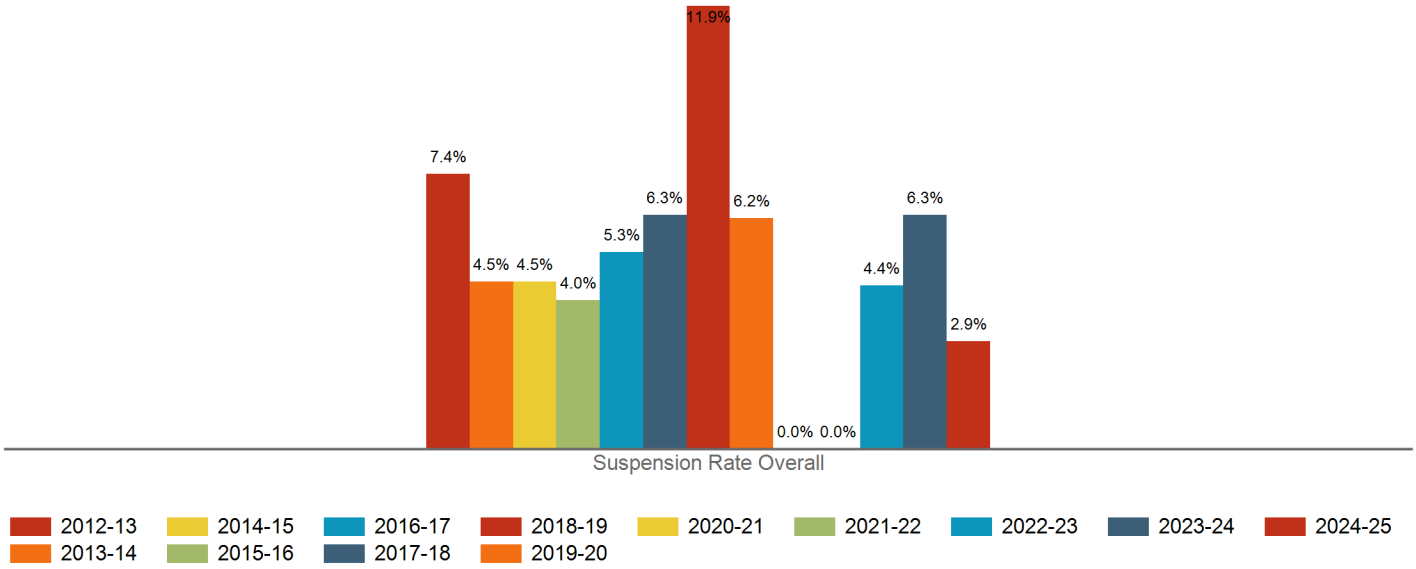
School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	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%

Suspension/Explusion Rate

School Year: 23-24



Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
3	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.		Teacher Hourly Extra Comp
Total			

All Parents

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Adobe is used in our advanced computer class so that students have professional workplace tools in order to learn and create ther projects and presentations in the course.	$1,000	
	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 Homwork 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.	$6,108	
	Planners to help students stay organized. Planners help parents communicate with teachers and help parents support students.	$2,000	
	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 teachers they support (co-teach partners).	$35,980	Substitute teacher full day
2	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.	$1,014	
	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 additonal 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.	$47,050	
	Wevideo: This program is used throughout our advanced computer multimedia course to record and create films collaboratively.	$2,000	
3	Storyboard: This program is ued 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 storybaord ideas into fruition.	$1,525	
	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.	$9,597	
4	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.	$8,170	Teacher Hourly Extra Comp
	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 & improve grades in school., and help at risk youth improve their attendance.	$85,379	
	The purchase of laptop computers for new staff members.	$7,000	
5	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.	$3,000	
6	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.	$7,000	
	Tutoring is necessary for struggling students.	$15,663	Teacher Hourly P Schedule
7	Software program to monitor student screens. Blocksi is no longer compatible with iOS platform.	$1,000	
Total		**$233,486**	

All Staff

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Adobe is used in our advanced computer class so that students have professional workplace tools in order to learn and create ther projects and presentations in the course.	$1,000	
	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 Homwork 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.	$6,108	
	Planners to help students stay organized. Planners help parents communicate with teachers and help parents support students.	$2,000	
	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 teachers they support (co-teach partners).	$35,980	Substitute teacher full day
2	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.	$1,014	
	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 additonal 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.	$47,050	
	Wevideo: This program is used throughout our advanced computer multimedia course to record and create films collaboratively.	$2,000	
3	Storyboard: This program is ued 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 storybaord ideas into fruition.	$1,525	
	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.	$9,597	
4	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.	$8,170	Teacher Hourly Extra Comp
	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 & improve grades in school., and help at risk youth improve their attendance.	$85,379	
	The purchase of laptop computers for new staff members.	$7,000	
5	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.	$3,000	
6	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.	$7,000	
	Tutoring is necessary for struggling students.	$15,663	Teacher Hourly P Schedule
7	Software program to monitor student screens. Blocksi is no longer compatible with iOS platform.	$1,000	
Total		**$233,486**	

All Students

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Adobe is used in our advanced computer class so that students have professional workplace tools in order to learn and create ther projects and presentations in the course.	$1,000	
	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 Homwork 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.	$6,108	
	Planners to help students stay organized. Planners help parents communicate with teachers and help parents support students.	$2,000	
	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 teachers they support (co-teach partners).	$35,980	Substitute teacher full day
2	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.	$1,014	
	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 additonal 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.	$47,050	
	Wevideo: This program is used throughout our advanced computer multimedia course to record and create films collaboratively.	$2,000	
3	Storyboard: This program is ued 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 storybaord ideas into fruition.	$1,525	
	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.	$9,597	
4	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.	$8,170	Teacher Hourly Extra Comp
	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 & improve grades in school., and help at risk youth improve their attendance.	$85,379	
	The purchase of laptop computers for new staff members.	$7,000	
5	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.	$3,000	
6	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.	$7,000	
	Tutoring is necessary for struggling students.	$15,663	Teacher Hourly P Schedule
7	Software program to monitor student screens. Blocksi is no longer compatible with iOS platform.	$1,000	
Total		**$233,486**	

English Learners

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Adobe is used in our advanced computer class so that students have professional workplace tools in order to learn and create ther projects and presentations in the course.	$1,000	
	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 Homwork 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.	$6,108	
	Planners to help students stay organized. Planners help parents communicate with teachers and help parents support students.	$2,000	
	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 teachers they support (co-teach partners).	$35,980	Substitute teacher full day
2	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.	$1,014	
	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 additonal 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.	$47,050	
	Wevideo: This program is used throughout our advanced computer multimedia course to record and create films collaboratively.	$2,000	
3	Storyboard: This program is ued 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 storybaord ideas into fruition.	$1,525	
	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.	$9,597	
4	Instructional Leadership Team will meet monthly to support the school in implementation of QCI, PDSA cycles, and plan professional development sessions.	$8,170	Teacher Hourly Extra Comp
	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 & improve grades in school., and help at risk youth improve their attendance.	$85,379	
	The purchase of laptop computers for new staff members.	$7,000	
5	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.	$3,000	
6	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.	$7,000	
	Tutoring is necessary for struggling students.	$15,663	Teacher Hourly P Schedule
7	Software program to monitor student screens. Blocksi is no longer compatible with iOS platform.	$1,000	
Total		**$233,486**	

Bancroft Middle School
Home-School Compact

Approved on 10/23/2024
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: [redacted]

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, including advisory, 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 23/10/2024
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: [redacted]

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, incluido el asesoramiento, 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:_____

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

BANCROFT MIDDLE SCHOOL
Home of the Bruins

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

Bancroft Middle School
Family Involvement Guidelines

Approved on 10/23/2024
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 Family 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 Family Involvement Guidelines.

PART I

Bancroft Middle School agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, Family 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 Family Involvement Guidelines available to the local community.
- periodically update the Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its Family 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 Family 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 Family 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 Family 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 Family 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 Family 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 23, 2023** and will be in effect for the period of the **2024-2025 school year**. The school will make the Guidelines available in the office to all parents and the local community on or before **December 20, 2024**. 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.

[redacted]

(Signature of Authorized Official)

10/23/24

(Date)

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

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 23/10/2024 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 familiar que la escuela y las familias de los niños participantes acuerden.
- Notificará a las familias sobre las Pautas de participación familiar 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 familiar a disposición de la comunidad local.
- Actualizar periódicamente las Pautas de participación familiar 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 familiar.
- 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 familiar 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 familiar 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 familiar:
   - 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 familiar 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 familiar 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 **23 de Octubre de 2024** y estarán vigentes durante el período del **año escolar 2024-2025**. La escuela pondrá las pautas a disposición de todos los padres y la comunidad local en la oficina a más tardar el **20 de Diciembre de 2024**. 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.

[redacted]

(Firma del funcionario autorizado)

10/23/24

(Fecha)