Bancroft Elementary

School Accountability Report Card

Board Approved on January 12, 2016

La Mesa Spring Valley School District

Bancroft Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	La Mesa-Spring Valley
Phone Number	(619) 668-5700
Superintendent	Brian Marshall
E-mail Address	brian.marshall@lmsvsd.net
Web Site	http://www.lmsvsd.org

School Contact Information - Most Recent Year	
School Name	Bancroft Elementary
Street	8805 Tyler St.
City, State, Zip	Spring Valley, Ca, 91977-3336
Phone Number	619-668-5890
Principal	Mrs. Kimberly Libenguth, Principal
E-mail Address	kimberly.libenguth@lmsvsd.net
County-District-School (CDS) Code	37681976038418

Last updated: 12/31/2015
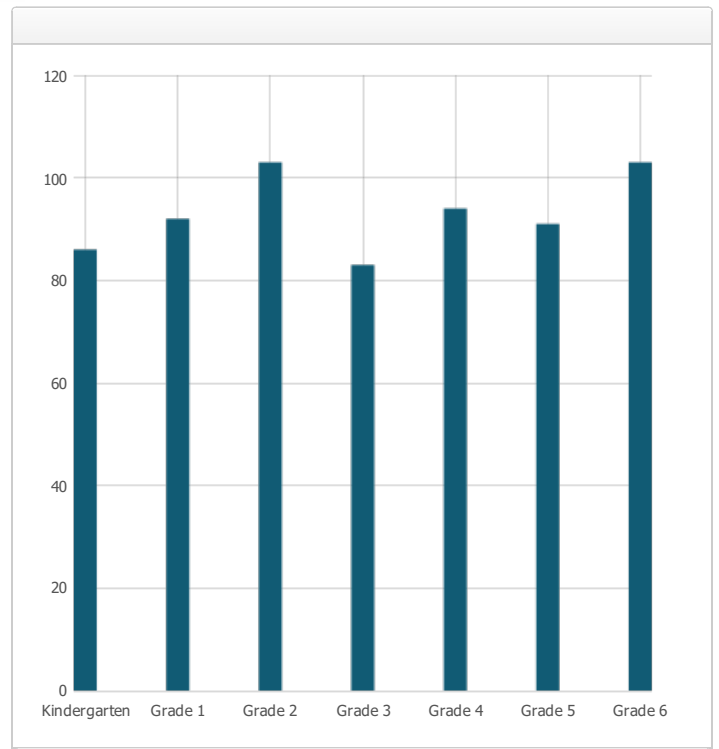
School Description and Mission Statement - Most Recent Year

Bancroft Elementary School, in partnership with students, families, and the community, creates an environment that values diversity and inspires a passion for lifelong learning and healthy living. Bancroft's primary academic focus is literacy in reading, writing, and mathematics. Learning activities are also integrated in history/social science, physical education, and the arts. The staff provides an academic program to help all students acquire the skills they need for a successful future.

Last updated: 12/31/2015

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	86
Grade 1	92
Grade 2	103
Grade 3	83
Grade 4	94
Grade 5	91
Grade 6	103
Total Enrollment	652

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	14.3 %
American Indian or Alaska Native	0.5 %
Asian	0.8 %
Filipino	2.1 %
Hispanic or Latino	69.0 %
Native Hawaiian or Pacific Islander	0.8 %
White	7.4 %
Two or More Races	5.2 %
Socioeconomically Disadvantaged	90.8 %
English Learners	35.4 %
Students with Disabilities	9.7 %
Foster Youth	1.5 %

Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or More Races
Socioeconomically Disadvantaged
English Learners
Students with Disabilities
Foster Youth
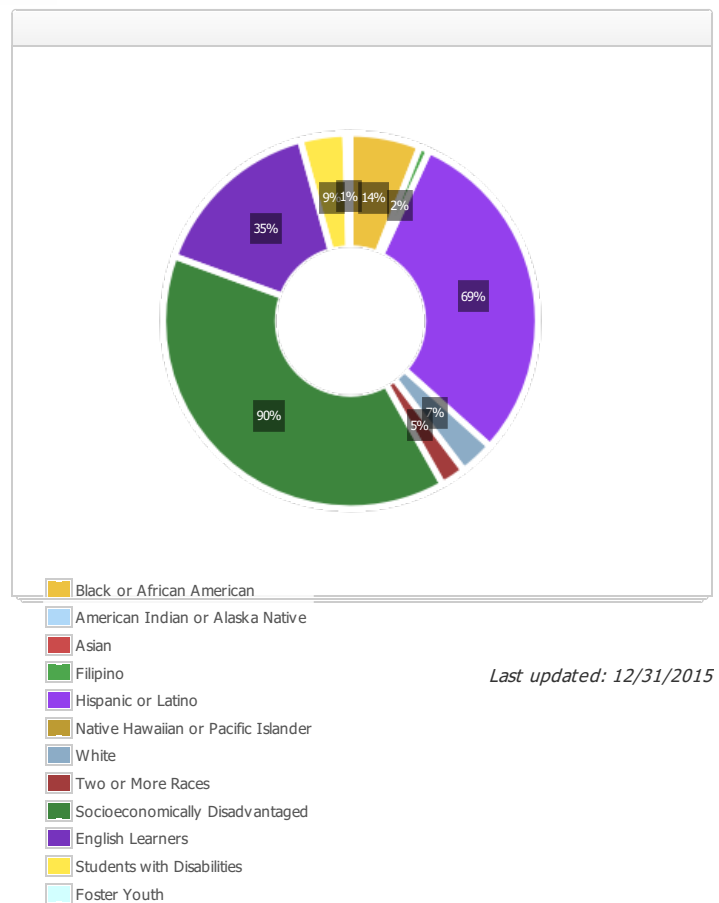
A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	26	29	547
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
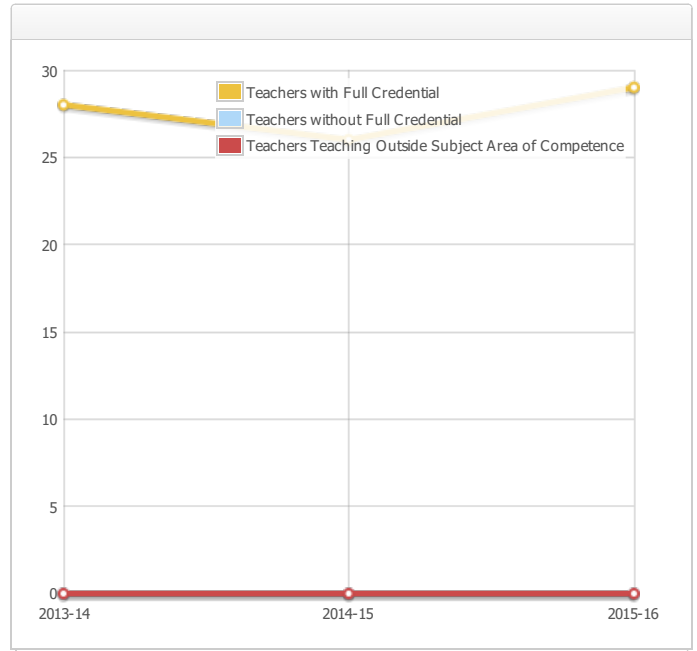
Last updated: 12/31/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
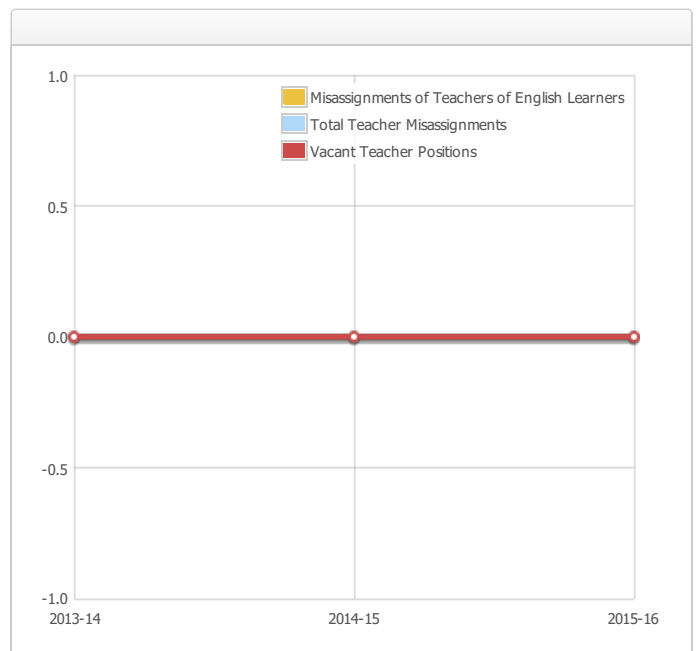
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/31/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	%
All Schools in District	100%	%
High-Poverty Schools in District	100%	%
Low-Poverty Schools in District	100%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – California Reading: Medallion Edition (Adopted 2009) • Kindergarten – Big Books in Teacher Materials • 1st – Here We Go, Let's Be Friends, Surprises, Treasures & Wonders • 2nd – Adventures & Delights • 3rd – Rewards & Horizons • 4th – Traditions • 5th – Expeditions • 6th – Triumphs Holt Rinehart Winston – Literature & Language Arts (Adopted 2003) [Not most recent list] • 6th – Introductory Level Houghton Mifflin – Portals (Adopted 2009) Houghton Mifflin Harcourt – English Language Development Program (Adopted 2009) Holt Rinehart Winston – Holt English Language Development Program (Adopted 2011)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt – Math Expressions (Adopted 2014) The College Board – SpringBoard Mathematics (Adopted 2013)	Yes	0.0 %
Science	Pearson Scott-Foresman – California Science (Adopted 2006) Holt Rinehart Winston – Holt California Science (Adopted 2007)	Yes	0.0 %
History-Social Science	Pearon Scott-Foresman – History-Social Science for California (Adopted 2006) • Kindergarten – Learn & Work • 1st – Time & Place • 2nd – Then & Now • 3rd – Our Community • 4th – Our California • 5th – Our Nation Glencoe McGraw-Hill – Discovering Our Past (Adopted 2006) • 6th – Ancient Civilizations	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	SRA – Art Connections (Adopted 2008)	Yes	0.0 %

Pearson Scott-Foresman – Making Music (Adopted 2008)	
Science Lab Eqpmt (Grades 9-12)	0.0 %

School Facility Conditions and Planned Improvements - Most Recent Year

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

Inspection Date: May 12, 2015

Last updated: 12/31/2015

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: May 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Tighten toilet, repaired drinking fountains.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: May 2015

Overall Rating	Good

Last updated: 12/31/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

	Percent of Students Meeting or Exceeding the State Standards		
Subject	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	23%	44%	44%
Mathematics (grades 3-8 and 11)	16%	37%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	84	98.8%	55.0%	31.0%	7.0%	7.0%
Male	85	38	44.7%	63.0%	37.0%	0.0%	0.0%
Female	85	46	54.1%	48.0%	26.0%	13.0%	13.0%
Black or African American	85	19	22.4%	63.0%	32.0%	5.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	85	1	1.2%	--	--	--	--
Filipino	85	1	1.2%	--	--	--	--
Hispanic or Latino	85	57	67.1%	60.0%	28.0%	5.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	5	5.9%	--	--	--	--
Two or More Races	85	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	85	77	90.6%	57.0%	32.0%	8.0%	3.0%
English Learners	85	32	37.6%	81.0%	16.0%	3.0%	0.0%
Students with Disabilities	85	10	11.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/31/2015

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	96	100.0%	53.0%	29.0%	11.0%	6.0%
Male	96	45	46.9%	51.0%	29.0%	11.0%	9.0%
Female	96	51	53.1%	55.0%	29.0%	12.0%	4.0%
Black or African American	96	9	9.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	96	5	5.2%	--	--	--	--
Hispanic or Latino	96	67	69.8%	61.0%	18.0%	15.0%	6.0%
Native Hawaiian or Pacific Islander	96	1	1.0%	--	--	--	--
White	96	8	8.3%	--	--	--	--
Two or More Races	96	6	6.3%	--	--	--	--
Socioeconomically Disadvantaged	96	88	91.7%	56.0%	27.0%	11.0%	6.0%
English Learners	96	35	36.5%	83.0%	11.0%	6.0%	0.0%
Students with Disabilities	96	13	13.5%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 12/31/2015

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	94	97.9%	45.0%	28.0%	23.0%	4.0%
Male	96	52	54.2%	50.0%	25.0%	23.0%	2.0%
Female	96	42	43.8%	38.0%	31.0%	24.0%	7.0%
Black or African American	96	20	20.8%	35.0%	35.0%	20.0%	10.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	96	2	2.1%	--	--	--	--
Hispanic or Latino	96	55	57.3%	53.0%	25.0%	20.0%	2.0%
Native Hawaiian or Pacific Islander	96	1	1.0%	--	--	--	--
White	96	10	10.4%	--	--	--	--
Two or More Races	96	6	6.3%	--	--	--	--
Socioeconomically Disadvantaged	96	86	89.6%	45.0%	27.0%	24.0%	3.0%
English Learners	96	17	17.7%	94.0%	6.0%	0.0%	0.0%
Students with Disabilities	96	16	16.7%	81.0%	13.0%	6.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 12/31/2015

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	103	97.2%	31.0%	40.0%	27.0%	2.0%
Male	106	42	39.6%	33.0%	55.0%	10.0%	2.0%
Female	106	61	57.5%	30.0%	30.0%	39.0%	2.0%
Black or African American	106	11	10.4%	45.0%	36.0%	18.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	106	1	0.9%	--	--	--	--
Filipino	106	2	1.9%	--	--	--	--
Hispanic or Latino	106	70	66.0%	36.0%	36.0%	26.0%	3.0%
Native Hawaiian or Pacific Islander	106	1	0.9%	--	--	--	--
White	106	11	10.4%	18.0%	45.0%	36.0%	0.0%
Two or More Races	106	7	6.6%	--	--	--	--
Socioeconomically Disadvantaged	106	91	85.8%	33.0%	42.0%	23.0%	2.0%
English Learners	106	23	21.7%	78.0%	22.0%	0.0%	0.0%
Students with Disabilities	106	15	14.2%	67.0%	27.0%	7.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 4 = Standard exceeded

Last updated: 12/31/2015

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	82	96.5%	63.0%	21.0%	13.0%	2.0%
Male	85	37	43.5%	70.0%	24.0%	3.0%	3.0%
Female	85	45	52.9%	58.0%	18.0%	22.0%	2.0%
Black or African American	85	18	21.2%	78.0%	11.0%	11.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	85	1	1.2%	--	--	--	--
Filipino	85	1	1.2%	--	--	--	--
Hispanic or Latino	85	56	65.9%	68.0%	21.0%	11.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	5	5.9%	--	--	--	--
Two or More Races	85	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	85	75	88.2%	67.0%	21.0%	9.0%	3.0%
English Learners	85	31	36.5%	84.0%	16.0%	0.0%	0.0%
Students with Disabilities	85	10	11.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 12/31/2015

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	96	100.0%	50.0%	35.0%	11.0%	3.0%
Male	96	45	46.9%	49.0%	36.0%	11.0%	4.0%
Female	96	51	53.1%	51.0%	35.0%	12.0%	2.0%
Black or African American	96	9	9.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	96	5	5.2%	--	--	--	--
Hispanic or Latino	96	67	69.8%	55.0%	33.0%	9.0%	3.0%
Native Hawaiian or Pacific Islander	96	1	1.0%	--	--	--	--
White	96	8	8.3%	--	--	--	--
Two or More Races	96	6	6.3%	--	--	--	--
Socioeconomically Disadvantaged	96	88	91.7%	53.0%	33.0%	10.0%	3.0%
English Learners	96	35	36.5%	74.0%	26.0%	0.0%	0.0%
Students with Disabilities	96	13	13.5%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 12/31/2015

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	94	97.9%	49.0%	34.0%	13.0%	4.0%
Male	96	52	54.2%	48.0%	37.0%	10.0%	6.0%
Female	96	42	43.8%	50.0%	31.0%	17.0%	2.0%
Black or African American	96	20	20.8%	55.0%	40.0%	0.0%	5.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	96	2	2.1%	--	--	--	--
Hispanic or Latino	96	55	57.3%	55.0%	31.0%	15.0%	0.0%
Native Hawaiian or Pacific Islander	96	1	1.0%	--	--	--	--
White	96	10	10.4%	--	--	--	--
Two or More Races	96	6	6.3%	--	--	--	--
Socioeconomically Disadvantaged	96	86	89.6%	49.0%	35.0%	14.0%	2.0%
English Learners	96	17	17.7%	94.0%	6.0%	0.0%	0.0%
Students with Disabilities	96	16	16.7%	81.0%	13.0%	6.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 12/31/2015

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	104	98.1%	45.0%	38.0%	13.0%	3.0%
Male	106	42	39.6%	50.0%	43.0%	7.0%	0.0%
Female	106	62	58.5%	42.0%	35.0%	18.0%	5.0%
Black or African American	106	11	10.4%	64.0%	18.0%	18.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	106	1	0.9%	--	--	--	--
Filipino	106	2	1.9%	--	--	--	--
Hispanic or Latino	106	71	67.0%	49.0%	35.0%	11.0%	4.0%
Native Hawaiian or Pacific Islander	106	1	0.9%	--	--	--	--
White	106	11	10.4%	18.0%	64.0%	18.0%	0.0%
Two or More Races	106	7	6.6%	--	--	--	--
Socioeconomically Disadvantaged	106	92	86.8%	46.0%	40.0%	11.0%	3.0%
English Learners	106	24	22.6%	88.0%	13.0%	0.0%	0.0%
Students with Disabilities	106	15	14.2%	80.0%	20.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/31/2015

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	School			District			State		
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Science (grades 5, 8, and 10)	50%	42%	44%	65%	67%	62%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62%
All Students at the School	44%
Male	47%
Female	41%
Black or African American	47%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	36%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	27%
English Learners	%
Students with Disabilities	45%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.5%	25.5%	29.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/31/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Bancroft staff members believe that parents are the most significant influence in their children's lives. Parent participation is encouraged and welcomed in a variety of ways. Classroom volunteers help support learning. Back-to-School Night, Open House, and other school wide activities are well-attended. Parents are also encouraged to participate as members of the School Site Council, English Learner Advisory Council, and the PTA.

Contact Person: Marty McDuff, (619) 203-6631

State Priority: Pupil Engagement

Last updated: 12/31/2015

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.0	13.4	6.0	3.8	6.1	3.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
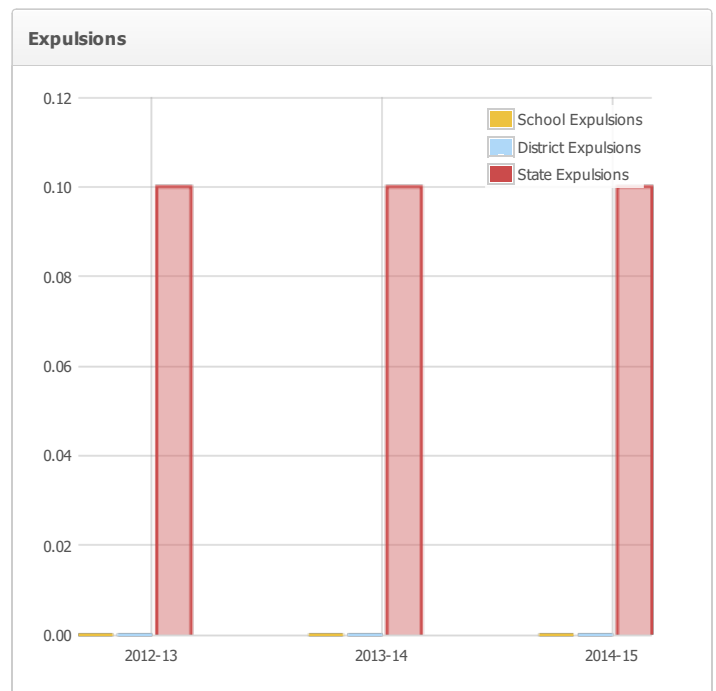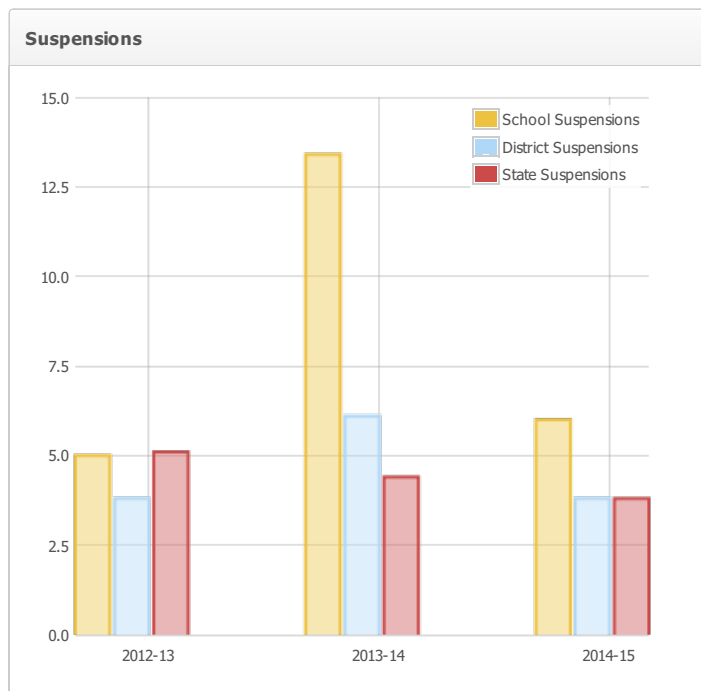
Last updated: 12/31/2015

School Safety Plan - Most Recent Year

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

CSSP was presented to School Site Council in December 2015.

Last updated: 12/31/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 12/31/2015

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	72.7%

Note: Cells with NA values do not require data.

Last updated: 12/31/2015

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	33.0			3	30.0		3		29.0		3	
1	32.0		2	1	32.0		3		31.0		3	
2	33.0			3	28.0		3		31.0		3	
3	28.0		3		31.0		3		30.0		3	
4	34.0			2	31.0		3		32.0		1	2
5	33.0		1	2	31.0		2	1	30.0		3	
6	31.0		3		30.0		3		34.0			3
Other												

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

Last updated: 12/31/2015

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.5	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/31/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$4,622	$296	$4,327	$69,697
District	N/A	N/A	$5,427	$76,712
Percent Difference − School Site and District	N/A	N/A	-20.3%	-9.1%
State	N/A	N/A	$5,348	$72,993
Percent Difference − School Site and State	N/A	N/A	-19.1%	17.8%

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

Last updated: 12/31/2015

## Types of Services Funded (Fiscal Year 2014-15)

- Title I - Basic Grant
- Special Education
- ASES - After School Education and Safety
- Title II Part A - Improving Teacher Quality
- Title III - Immigrant Education
- Title III Part A - Limited English
- Lottery - Instructional Materials

Last updated: 12/31/2015

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,929	$43,091
Mid-Range Teacher Salary	$64,590	$70,247
Highest Teacher Salary	$88,522	$89,152
Average Principal Salary (Elementary)	$115,485	$112,492
Average Principal Salary (Middle)	$123,035	$116,021
Average Principal Salary (High)	--	$117,511
Superintendent Salary	$187,150	$192,072
Percent of Budget for Teacher Salaries	40%	41%
Percent of Budget for Administrative Salaries	5%	6%

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

Teacher Salary Chart

Principal Salary Chart
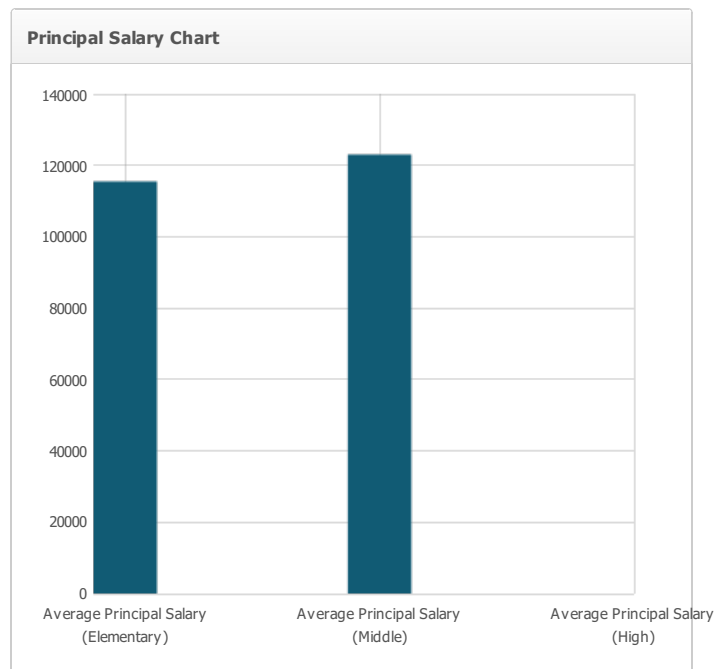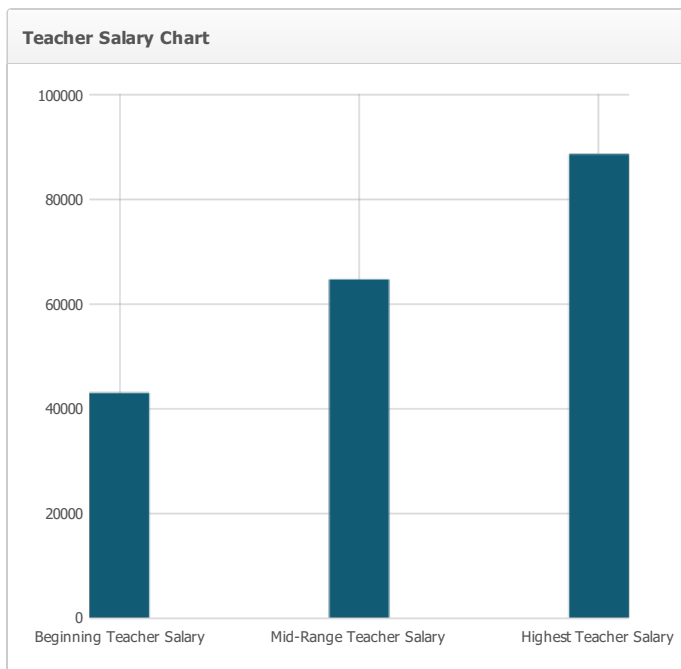
Last updated: 12/31/2015

Professional Development — Most Recent Three Years

Professional Development is not a one-time event in La Mesa-Spring Valley. During the most recent three years, all teachers participated in 1.5 days of staff development on days when school was not in session. Professional development is also offered during student breaks and summer, in which many teachers participate. Specific professional development takes place over 100 of the days students are in school. Professional development is delivered through full-day and after school workshops, coaches modeling and observing classroom lessons, and conference attendance. Professional learning communities of teachers at the same grade level and content area work collaboratively every Tuesday afternoon (modified student days) focusing on improving student learning. This includes analyzing student assessment data, writing SMART Goals and Learning Targets, and planning interventions and enrichment for students. New teachers are supported by the Beginning Teacher Support and Assessment (BTSA)/Induction program through support providers. The Peer Assistance and Review program supports teachers experiencing difficulty. Classified staff, including clerical and custodial, are given training and workshops related to the needs of their jobs. Areas of focus for professional development are selected balancing district needs and staff requests.

For the most recent three years almost all professional development has focused on the content and implementation of the new State Standards, including increasing rigor through an understanding of Depth of Knowledge, and the use of new technology (iPads) in classrooms for both teachers and students.

The District staff development is focused on the Implementation of Common Core State Standards.
1. English Language Arts
        A. Reading and Content Area Literacy
            1. Close Reading
            2. Academic Vocabulary
            3. Text-based Questions/Answers
            4. Increase Reading of Information Texts
        B. Writing
            1. Opinion/Arguments
        C. Speaking and Listening
            1. Collaborative Conversations/Accountable Talk
2. Mathematics
        A. Math Tasks
        B. Mathematical Practice Standards
        C. Newly adopted math textbooks aligned to CCSS.
3. Strategic Use of Technology: How does the technology impact or increase the learning?
        A. SAMR Model
            1. Substitution
            2. Augmentation
            3. Modification
            4. Augmentation
4. Depth of Knowledge to increase rigor in student tasks. A balance of DOK levels in student tasks.
        A. DOK 1: Recall and reproduction
        B. DOK 2: Basic application of skills and concepts
        C. DOK 3: Strategic thinking
        D. DOK 4: Extended thinking

Students with disabilities: Intervention materials for students two or more years below grade level have been adopted for both special education and general education students. Teachers providing interventions (both general education and special education) receive training in the use of these materials. Special education paraprofessionals are also trained in the new materials in order to allow them to support students in their learning. Principals are trained in each of these programs as well.

Last updated: 12/31/2015