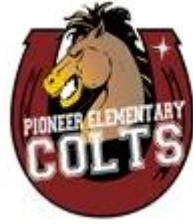


Pioneer Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Pioneer Elementary School
Street	2010 Shady Willow Lane
City, State, Zip	Brentwood, CA 94513
Phone Number	(925) 513-6410
Principal	Casey McClure
Email Address	cmcclure@brentwood.k12.ca.us
School Website	https://pes-brentwood-ca.schoolloop.com/
County-District-School (CDS) Code	07-61655-0102376

2022-23 District Contact Information

District Name	Brentwood Union School District
Phone Number	(925) 513-6300
Superintendent	Dr. Dana Eaton
Email Address	deaton@brentwood.k12.ca.us
District Website Address	www.brentwood.k12.ca.us

2022-23 School Overview

Message From Principal

Pioneer Elementary School provides an environment where students are encouraged and supported by dedicated staff and community members to achieve their highest academic potential and learn social responsibility.

Pioneer Elementary School is committed to providing children with a safe, engaging, and supportive environment. Our desire is for students to have high academic goals and to develop a deep appreciation for learning.

Our staff and administration promise to nurture not only a positive sense of self in your child, but also a sense of teamwork, a sense of belonging, and a sense of responsibility; both locally as well as globally.

We have created a dynamic and flexible environment designed to continually foster professional growth in our teachers as well as our support staff.

Thank you for your partnership in ensuring the success of our Pioneer students and sharing your children with us. It is our joy to inspire and teach your children!

~Casey McClure, Principal

School Mission Statement

Our Beliefs:

We believe each person deserves to be treated with kindness and respect

We believe that staff should follow through on professional commitments and responsibilities

We believe our school should have a safe and inviting atmosphere where parents, students, staff and community members feel welcome and included.

We believe in the partnering of parents and teachers to ensure student success

We believe that children can maximize their individual potential when expectations are high and support is provided

We believe in supporting the whole child: academic, social, emotional and physical

2022-23 School Overview

We believe all school members should embrace diversity including differences in skill sets, learning styles, backgrounds and individual contributions

District Mission Statement

The Brentwood Union School District will provide an exemplary education to all children in a safe, student-centered environment designed to nurture the whole child and partner with families to prepare globally productive citizens.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	147
Grade 1	140
Grade 2	146
Grade 3	155
Grade 4	156
Grade 5	159
Total Enrollment	903

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.2
Asian	12.4
Black or African American	11.2
Filipino	10.4
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.0
White	28.1
English Learners	9.6
Foster Youth	0.6
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	20.6
Students with Disabilities	13.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.50	91.80	339.30	88.08	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	5.47	2.90	0.76	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.30	1.40	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.20	5.26	12115.80	4.41
Unknown	1.00	2.73	17.30	4.50	18854.30	6.86
Total Teaching Positions	36.50	100.00	385.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Brentwood Union Elementary held a public hearing on Sept. 14, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in Sept. 14, 2022 about the quality, currency, and availability of the standards-aligned textbooks.

Year and month in which the data were collected

2022 September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, CA Wonders, 2017	Yes	0.0%
Mathematics	enVisionMATH, Pearson Scott-Foresman, 2015-2016 (CC Version)	Yes	0.0%
Science	California Science, MacMillan McGraw Hill 2007-2008	No	0.0%
History-Social Science	K-3: Reflections, CA Series, Harcourt School, 2006-2007 Gr 4: Our California, Gr 5: Our Nation, Scott Foresman 2006-2007	No	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Year and month of the most recent FIT report

11/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			General grounds - squirrel holes on field - hazard

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	38	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	474	98.96	1.04	47.05
Female	232	230	99.14	0.86	52.17
Male	247	244	98.79	1.21	42.21
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	57	98.28	1.72	63.16
Black or African American	56	56	100.00	0.00	19.64
Filipino	48	48	100.00	0.00	72.92
Hispanic or Latino	138	135	97.83	2.17	35.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	58.54
White	133	132	99.25	0.75	50.76
English Learners	36	35	97.22	2.78	22.86
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	97	95	97.94	2.06	30.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	67	64	95.52	4.48	18.75

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	475	99.16	0.84	38.40
Female	232	231	99.57	0.43	35.22
Male	247	244	98.79	1.21	41.39
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	57	98.28	1.72	64.91
Black or African American	56	56	100.00	0.00	14.29
Filipino	48	48	100.00	0.00	52.08
Hispanic or Latino	138	135	97.83	2.17	32.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	41.46
White	133	133	100.00	0.00	37.88
English Learners	36	35	97.22	2.78	22.86
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	97	95	97.94	2.06	22.11
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	67	65	97.01	2.99	16.92

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	161	99.38	0.62	36.02
Female	76	75	98.68	1.32	38.67
Male	86	86	100	0	33.72
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100	0	70.59
Black or African American	15	15	100	0	13.33
Filipino	11	11	100	0	45.45
Hispanic or Latino	49	48	97.96	2.04	25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100	0	43.75
White	53	53	100	0	37.74
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.3	3.7	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100	0	5.56

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.4%	91.3%	91.3%	90.1%	91.3%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Brentwood Union Elementary School District benefits from its supportive parents who contribute their time and talents to support programs and activities in our district. We are grateful for our strong base of parent volunteers. Parents are invited to join their site Parent Club by contacting our Parents' Club President, Onyx Sawyers-Ammons at (925) 513-6410 x3496.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1018	965	229	23.7
Female	500	479	96	20.0
Male	518	486	133	27.4
American Indian or Alaska Native	4	4	1	25.0
Asian	144	133	20	15.0
Black or African American	121	111	37	33.3
Filipino	101	99	18	18.2
Hispanic or Latino	270	255	77	30.2
Native Hawaiian or Pacific Islander	9	9	7	77.8
Two or More Races	72	66	16	24.2
White	271	264	47	17.8
English Learners	100	94	17	18.1
Foster Youth	14	8	2	25.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	233	218	75	34.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	149	142	43	30.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.85	2.22	2.45
Expulsions	0.00	0.09	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.28	0.05	2.78	0.20	3.17
Expulsions	0.00	0.00	0.01	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.28	0.00
Female	1.00	0.00
Male	1.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.69	0.00
Black or African American	4.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.11	0.00
English Learners	1.00	0.00
Foster Youth	7.14	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safe School Plan

Safety of students and staff is a primary concern of the Brentwood Union School District. The district and schools are in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated 3/1/2022 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school and during lunch by certificated and classified staff and the principal. There is a designated area for student drop off and pick up. All visitors are required to check in at the office upon arrival and before departing from the school campus. Visitor badges are issued at the time of check-in and are to be worn throughout the visit.

Discipline & Climate for Learning

As part of the Brentwood Union School District's LCAP a high priority has been a focus on School Climate. District Goal#4 States: All students will have a safe school culture, climate and learning environment in order to support student physical, mental and emotional health. All sites have implemented best practices for character education, bullying prevention, diversity appreciation programs, and social media education. In addition, students in the Brentwood Union Elementary School District are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents, guardians and students are informed of school rules and discipline policies through the student handbook, newsletters and weekly folders and communications, which are sent home throughout the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Expulsions occur only when required by law or when all other means of correction have failed.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	10	1	
1	25		5	
2	22		6	
3	29		5	1
4	32		5	
5	32		4	
6				
Other	7	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	12		
1	25		5	
2	21	3	3	
3	24		6	
4	31		5	
5	31		5	
6				
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	10	1	
1	22		6	
2	24		6	
3	25		6	
4	31		5	
5	31		5	
6				
Other	9	3		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	645

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,303	\$326	\$4,977	\$88,671
District	N/A	N/A	\$1,579	\$87,099
Percent Difference - School Site and District	N/A	N/A	103.7	1.8
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-27.9	1.6

2021-22 Types of Services Funded

Types of Services Funded At Pioneer Elementary School-Each district school receives unrestricted and supplemental LCFF funds, Lottery funds and Title III LEP funds to deliver programs to challenge our students. Pioneer Elementary also receives local funds, grants and donations to supplement programs. In addition to a vigorous curriculum, we offer small class sizes in grades TK-3, instructional aides in Transitional Kindergarten, Special Educations services and aides, Bilingual Aides and Gifted and Talented Education (GATE).

Please check with your child's principal to receive information regarding the specific services at your child's school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,998	\$52,641
Mid-Range Teacher Salary	\$83,334	\$83,981
Highest Teacher Salary	\$101,993	\$107,522
Average Principal Salary (Elementary)	\$125,965	\$136,247
Average Principal Salary (Middle)	\$132,468	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$229,647	\$242,166
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Opportunities for training and staff development are provided both by the district and the individual sites. These opportunities exist for all employees including administrators, teachers, and classified employees, etc. Wednesday early release days called CLT, or Collaborative Learning Time, provide time for teachers to engage in collaboration and staff development. Additionally, the district has two professional development days each year. These CLT meetings and professional development days provide the foundation for a staff development program that is designed for all employee groups based on data and the needs of students. . Improving student learning and academic achievement is the goal of Brentwood's staff development program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2