William B. Bristow Middle School

855 Minnesota Ave. • Brentwood, CA 94513 • (925) 513-6460 • Grades 6-8
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https://bms-brentwood-ca.schoolloop.com/

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Brentwood Union School District
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Board Trustee

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Assistant Superintendent, Human Resources

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Director - Curriculum & Instruction

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Director - Maintenance & Operations

Chris Calabrese
Director - Student Services

Jeff Weiss
Director - Special Education

Message From Principal

Welcome to Bristow Middle School – A CALIFORNIA DISTINGUISHED SCHOOL and CALIFORNIA GOLD RIBBON SCHOOL. We are proud to share information about our great school through the School Accountability Report Card.

At Bristow we believe that purposeful connections with students are a critical strategy to ensure success for all students. To continue to support student connections our mastery schedule is built around Interdisciplinary Teams, providing small learning communities for students. The department teams are provided a common preparation period to plan instruction and analyze student learning using a Professional Learning Community model. Both Interdisciplinary Teams and Departments also have regular Collaborative Learning Time a few times monthly to support student's academic, social-emotional, and behavioral growth. Our Advisory program strives to build a positive school culture for the Bristow community. Advisory meets four days each week.

Weekly, teachers meet during our Collaborative Learning Time (CLT). During CLT we work collaboratively in Professional Learning Communities to analyze student learning, share best practices, support students academically and behaviorally, develop common formative assessments to analyze and guide student learning, strengthen English Language Development and Instructional Support programs, vertically articulate between grade levels, build our team structure and learning strategies to provide Math, English Language Arts, and behavioral interventions as needed. The Bristow staff is actively working toward raising student achievement. We are intentional in our work supporting BUSD Literacy Practices. Our Departmental teams engage in the Collaborative Learning Cycle to plan, implement, and reflect on student learning and instruction.

Thank you for reviewing the Bristow School Accountability Report Card!

School Mission Statement

The mission of Bristow Middle School is to provide a safe and nurturing environment with high academic goals and behavioral expectations for all students supported by staff and the Bristow community. Positive student engagement empowers and fosters personal connections with all students which promote courage, perseverance, and success. All stakeholders inspire, encourage, and guide each other as a community of learners by making connections and building relationships. Our reciprocal culture of communication, accountability, and engagement will be measured, shared, and celebrated as a community.

Values: Respect-Students First-Professionalism-Teamwork-Collaboration & Communication

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 the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	366
Grade 7	408
Grade 8	408
Total Enrollment	1,182

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	0.3
Asian	5.3
Filipino	4.5
Hispanic or Latino	32.7
Native Hawaiian or Pacific Islander	0.5
White	39.5
Two or More Races	6.9
Socioeconomically Disadvantaged	25.9
English Learners	6.5
Students with Disabilities	13.4
Foster Youth	0.1
Homeless	0.3

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 for William B. Bristow	18-19	19-20	20-21
With Full Credential	52	55	58
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	2	3	2

Teacher Credentials for Brentwood Union	18-19	19-20	20-21
With Full Credential	♦	♦	468
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at William B. Bristow Middle School

Indicator	18-19	19-20	20-21
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Brentwood Union Elementary held a public hearing on Sept. 16, 2020, 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. 16, 2020 about the quality, currency, and availability of the standards-aligned textbooks.

Textbooks and Instructional Materials

Year and month in which data were collected: 2020 September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	College Board, Springboard - Common Core Edition 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Gr 6-8: digits Homework Helper, Vol. 1 & 2, Pearson, 2015 Gr 8: California Algebra 1, Common Core, Pearson 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	STEMscopes CA NGSS 3D, 2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	California Social Studies, Holt, Rinehart, Winston 2006 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Grades 7-8, Pearson Autentico 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	Gr 7-8: Teen Health, Glencoe/McGraw Hill 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/02/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Frayed carpets - Rooms 5,18,19
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	Note: Rooms 27,28,29 do not exist

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	61	N/A	60	N/A	50	N/A
Math	44	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	26	N/A	33	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)
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 our Parent's Club by contacting the school at (925)513-6464.

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.

School Safety Plan (School Year 2020-2021)
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 3/1/2020 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 and Lockout drills are held twice a year. Students are supervised before and after school and during lunch by certificated and classified staff and the principal. Parent volunteers help with supervision during lunch and break periods. 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. All visitors are scanned by our Raptor Visitor system.

Discipline & Climate for Learning
As part of the Brentwood Union School District's LCAP a high priority has been set on School Climate. District Goal#4 States: All student 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 and students are informed of school rules and discipline policies through the (Parent/Student and book/newsletters/Friday folders) 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.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.7		3.2		3.5	3.5
Expulsions	0.2		0.1		0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.0	2.3	
Expulsions	.3	.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	788

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.1

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	24	11	14	9	25	10	17	7	23	12	19	5
Mathematics	26	9	19	2	26	7	21	2	25	6	25	1
Science	30	1	14	10	30	1	18	7	31	2	16	8
Social Science	31	1	13	12	33		10	14	31	1	16	9

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,741	$51,004
Mid-Range Teacher Salary	$79,785	$82,919
Highest Teacher Salary	$97,650	$104,604
Average Principal Salary (ES)	$125,965	$131,277
Average Principal Salary (MS)	$132,468	$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$229,647	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,520	$4,683	$837	$86,830
District	N/A	N/A	$1,645	$85,716
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-65.1	1.3
School Site/ State	-161.0	3.1

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

Types of Services Funded

Types of Services Funded At William B. Bristow Middle School-Each district school receives unrestricted and supplemental LCFF funds, Lottery funds and Title III LEP funds to deliver programs to challenge our students. Bristow Middle also receives local funds, grants and donations to supplement programs. In addition to a vigorous curriculum, we offer Special Educations services and aides, Bilingual Aides, Gifted and Talented Education (GATE) and many extra-curricular activities including athletics, drama, band and student body clubs.

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

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.