



William B. Bristow Middle School

2011-2012 School Accountability Report Card

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District Mission Statement

While nurturing our strong sense of community, rich in diversity, we will develop productive citizens who excel academically and grow personally by providing quality education in a student centered environment built on the foundation of family and community involvement.

Mission Statement

Bristow Middle School recognizes the uniqueness of adolescent learners. We will collaborate to provide diverse teaching and learning experiences that promote high academic achievement and success. Working together with parents and the community, we will provide all students with the opportunity to become critical thinkers, and to progress academically and socially.

Message From Principal

Welcome to Bristow Middle School – A CALIFORNIA DISTINGUISHED 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 we continue to team, providing small learning communities for students. Core grade level teaming with a common preparation time for teachers started the 2008-09 school year. Our Homeroom/Advisory program continues to include critical elements from Rachel's Challenge. The classes meet four days each week. The classes focus on character education, test preparation skills, study skills development and school to home communication via a folder system.

The Bristow staff is actively working toward raising student achievement. Current educational research and the California Department of Education's Taking Center Stage – A Commitment to Standards-Based Education for California's Middle Grades Students is used as a foundation for our work.

Weekly teachers meet during our Collaborative Learning Time (CLT). They work on aligning standards and benchmarks in the state frameworks, assessment analysis, learning differentiated instructional strategies, sharing best practices, refining the advisory program, developing quarterly assessments to analyze and guide instruction, strengthening English Language Development and Instructional Support programs, vertical articulation between grade levels, building our team structure and learning strategies to provide math and English language arts intervention where needed.

Thank you for reviewing the Bristow School Accountability Report Card!

School Profile

The Brentwood Union Elementary School District serves seven K - 5 elementary and three 6 - 8th grade middle schools. Consistent curriculum between schools assures equitable access for all students. Focus on student engagement, while providing students with the support necessary to ensure academic and behavioral success. During the 2011 - 12, 8,336 K - 8th grade students were enrolled in the district, with classes arranged on a modified traditional calendar.

Student Enrollment by Ethnic Group

2011-12

	Percentage
African American	7.4%
American Indian	0.6%
Asian	3.4%
Filipino	4.1%
Hispanic or Latino	25.2%
Pacific Islander	0.6%
White	56.4%
Two or More	2.3%
None Reported	0.1%

Discipline & Climate for Learning

Students at 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 handbook/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 alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teacher.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	146	155	191	541	591	561
Suspension Rate	14.8%	15.0%	17.6%	18.7%	19.9%	18.7%
Expulsions	0	3	1	3	15	4
Expulsion Rate	0.0%	0.3%	0.1%	0.1%	0.5%	0.1%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact their school site office.

Parent 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 Melissa Kos at mamalissakos@yahoo.com

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2011-2012 enrollment in the Brentwood Union School District was 8336.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
6th	338	374	348
7th	329	332	384
8th	316	327	352

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
6	31	32	33	-	-	1	11	19	21	-	26	38
4-8	28	-	-	-	-	-	43	-	-	41	-	-
By Subject Area												
English	31	28	27	-	4	8	12	17	9	8	4	14
Mathematics	29	26	28	-	7	6	18	18	11	6	2	10
Science	33	32	35	-	-	-	8	9	4	12	11	17
Social Science	33	30	33	-	1	-	5	18	10	15	5	14

Teacher Assignment

Brentwood Union Elementary recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	0	42	45	415
Without Full Credentials	0	0	0	0
Working Outside Subject	5	3	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

Misassignments/Vacancies			
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.0%	6.0%
District	96.0%	4.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.4%	4.6%

Counseling & Support Staff (School Year 2011-12)

It is the goal of William B. Bristow Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:1,084. The table lists the support service personnel available at William B. Bristow Middle.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	1
ISP Provider	4	3.5
Library Clerk	1	1
Psychologist	2	.40
Speech Language Pathologist	1	.50

Staff 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 the district with the staff development time needed to focus on employee training and professional development. These CLT meetings 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.

Instructional Materials (School Year 2012-13)

Brentwood Union Elementary held a public hearing on Sept. 12, 2012, 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. 12, 2012 about the quality, currency, and availability of the standards-aligned textbooks.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Prentice Hall- Timeless Voices, Timeless Themes	2006	Yes	0.0%
7th-8th	Health	Glencoe/ McGraw Hill	2006	Yes	0.0%
6th-8th	History/ Social Science	Holt, Rinehart & Winston	2007	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
6th-8th	Science	Prentice Hall- Explorer	2008	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Brentwood, which contain computer workstations.

Physical Fitness (School Year 2011-12)

In the spring of each year, Brentwood Union Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either met or exceeded the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

Grade Level	2011-12		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.2%	21.1%	45.8%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	68	68	74	62	64	68	52	54	56
Mathematics	48	60	58	63	67	68	48	50	51
Science	75	83	81	70	73	72	54	57	60
History/Social Science	68	68	66	68	71	72	44	48	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	68	68	72	72
School	74	58	81	66
African American/ Black	63	34	64	59
American Indian	*	*	*	*
Asian	92	70	100	100
Filipino	89	74	94	76
Hispanic or Latino	67	54	72	49
Pacific Islander	*	*	*	*
White	77	62	85	71
Males	71	57	84	69
Females	77	59	78	65
Socioeconomically Disadvantaged	56	44	62	41
English Learners	48	42	65	32
Students with Disabilities	52	41	38	11
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	40.00%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	6	8	8
Similar Schools	3	8	9
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	54	10	16
Hispanic or Latino			
Actual API Change	58	10	30
White			
Actual API Change	45	11	10
Socioeconomically Disadvantaged			
Actual API Change	61	3	21
English Learners			
Actual API Change	68	14	28

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,048	861	6,484	855	4,664,264	788
Black or African American	76	798	495	788	313,201	710
Asian	36	942	298	921	404,670	905
Filipino	43	911	321	917	124,824	869
Hispanic or Latino	264	823	1,825	808	2,425,230	740
White	593	876	3,299	879	1,221,860	853
Two or More Races	20	898	141	879	88,428	849
Socioeconomically Disadvantaged	254	782	1,934	779	2,779,680	737
English Learners	118	807	1,181	796	1,530,297	716
Students with Disabilities	135	700	963	727	530,935	607

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002. It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	



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 on 03/1/2012 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. 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.

School Facilities

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.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the district has budgeted \$613,382 for deferred maintenance projects. This represents approximately 1.0% of the district's general fund budget. During the 2011-12 school year, the district's governing board did approve and complete deferred maintenance projects at various school sites which included portable replacements, painting, carpet replacement, plumbing repair, paving maintenance and roofing replacement.

School Facility Conditions				
Date of Last Inspection: 11/13/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Boys restroom near room 23 hand dryer not working. Toilet sets need to be tighten in girls restroom near room 23. Drinking fountain outside library needs to be adjusted.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			



District Expenditures (Fiscal Year 2010-11)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,441
From Supplemental/Restricted Sources	\$1,692
From Basic/Unrestricted Sources	\$4,749
District	
From Basic/Unrestricted Sources	\$969
Percentage of Variation between School & District	390.09%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-12.94%

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Adams Middle School receives state and federal funding for the following categorical funds and other support programs: MAA, Lottery, Title III LEP, Title IV, Title V, ELAP, TUPE and EIA.

Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$43,738	\$41,246
Mid-Range Teachers	\$68,773	\$67,400
Highest Teachers	\$84,172	\$85,481
Elementary School Principals	\$107,122	\$107,739
Middle School Principals	\$111,727	\$111,540
High School Principals	-	\$110,146
Superintendent	\$163,119	\$180,572
Salaries as a Percentage of Total Budget		
Teacher Salaries	51.6%	42.2%
Administrative Salaries	5.6%	5.5%

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$76,402
District	\$72,722
Percentage of Variation	5.06%
School & State	
All Elementary School Districts	\$69,404
Percentage of Variation	10.08%

Data Sources

Data within the SARC was provided by Brentwood Union Elementary School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.