



Brentwood Elementary School

2009-10 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

Brentwood School is committed to providing an environment where all students achieve their full potential through:

- Smaller class size
- Uninterrupted instruction
- Collaboration
- Commitment to academic excellence
- Encouraging Family involvement
- Supporting staff efforts to meet students needs
- Security, safety, self-confidence

This mission statement is communicated to all and it serves as the foundation for all school activities and decisions. Effective first time teaching supported with a variety of interventions designed to meet student needs provide a safety net that insures all students have multiple opportunities to meet state and district standards and benchmarks. These high expectations combined with a child-centered educational philosophy and a positive learning environment make Brentwood School an ideal place for students to reach their educational and personal potentials.

Brentwood Elementary School has worked hard over the past several years to improve student achievement. We continue to utilize an Individual Learning Plan for each student. This plan was developed at an early parent-teacher conference and contains student achievement data, goals for the current school year, and a compact that outlines the expectations and commitment for students, families and the school. Goals are reviewed regularly as students learn to become responsible for their own learning. This is just one example of the level of commitment shown by all members of our school community to help our students become the best they can be.

Message From Principal

At Brentwood Elementary School, students, parents, staff and community work together to ensure that each student receives a rigorous, comprehensive, balanced and integrated educational program in a safe and caring environment. We are proud of the growth our students have accomplished, and we celebrate the growth in our 2010 Academic Performance Index. This year we have continued our focus on improving student achievement in Language Arts and Math. Our goal is for all students to meet or exceed the California Content Standards. The Brentwood staff is dedicated to the academic success of each of our students. Each student has access to a standards based curriculum in language arts, mathematics, science and social science. We also know that each child is unique and we celebrate the diversity of our school and community.

We welcome parent involvement as an important element of student achievement. A safe and orderly school environment and high expectations and standards for behavior establish Brentwood Elementary School as a caring community where students are safe to learn and grow. The Brentwood staff knows that good teaching is the most important factor influencing student achievement. The skilled staff is committed to ongoing professional growth focused on our goal of improved student achievement in reading and writing. We analyze assessment data and meet regularly as teams to examine the effectiveness of our teaching practices. Here at Brentwood Elementary we are very proud to be a part of a learning community with an on going tradition of academic excellence.

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 2009-10, 8084 K-8th grade students were enrolled in the district, with classes arranged on a modified traditional calendar.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	6.0%
American Indian	1.0%
Asian	1.9%
Filipino	3.5%
Hispanic or Latino	36.6%
Pacific Islander	0.9%
White	48.2%
Two or More	0.5%
None Reported	1.3%

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 Anna Walden at 513-2496.

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 2009/2010 enrollment in the Brentwood Union School District was 8084.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
K	128	118	109
1st	128	131	128
2nd	142	127	128
3rd	120	158	133
4th	152	128	155
5th	154	153	125

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:								
	08	09	10	1-20 Students			21-32 Students			33+ Students		
K	20	20	21	6	6	1	-	-	4	-	-	-
1	20	20	21	7	7	1	-	-	5	-	-	-
2	20	20	20	8	7	3	-	-	3	-	-	-
3	20	19	21	8	10	-	-	-	6	-	-	-
4	31	31	29	-	-	-	5	4	5	-	-	-
5	31	30	31	-	-	-	5	5	4	-	-	-
K-3	-	-	21	-	-	-	-	-	18	-	-	-
4-8	-	-	30	-	-	-	-	-	9	-	-	-
Other	-	-	25	-	-	-	-	-	11	-	-	-

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	17	19	12	567	631	541
Suspension Rate	2.1%	2.3%	1.5%	10.6%	11.8%	10.1%
Expulsions	0	1	0	8	9	3
Expulsion Rate	0.0%	0.1%	0.0%	0.1%	0.2%	0.1%



Safe School Plan

Safety of students and staff is a primary concern of the Brentwood Union School District. The district is always 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 03/1/2010 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 2010-11 school year, the district has budgeted \$587,650 for deferred maintenance projects. This represents 1.0% of the district's general fund budget. During the 2009-10 school year, the district's governing board did approve and complete deferred maintenance projects at various school sites which included painting, carpet replacement, plumbing repair, paving maintenance and roofing replacement.

School Facility Conditions				
Date of Last Inspection: 07/25/2010				
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			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Schoolwide - Scheduled this school year: 20 exterior door replacements.

Teacher Assignment

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

Teacher Credential Status	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	46	48	34	329
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	24

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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	6	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	6	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

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 students learning and academic achievement is the goal of Brentwood's staff development program.

Counseling & Support Staff

It is the goal of Brentwood Elementary 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. Counselors currently not available at the site. The table lists the support service personnel available at Brentwood Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
ISP Provider	2	1.0
Library Clerk	1	1.0
Psychologist	1	0.60
Special Day Class (SDC) Teacher	3	1.0
Speech Language Pathologist	2	1.60

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.

Instructional Materials

Brentwood Union Elementary School District held a public hearing on September 9, 2009, 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 with the exception of Pre-Algebra. These textbooks have been adopted and purchased, but were on backorder from Harcourt - Holt, Rinehart, & Winston. Classroom texts were in each classroom of the district. 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Open Court	2006	Yes	0.0%
K-3	History/Social Science	Harcourt Brace-Reflections	2007	Yes	0.0%
4th-5th	History/Social Science	Pearson Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	Scott Foresman	2009	Yes	0.0%
K-5	Science	MacMillan/McGraw Hill	2008	Yes	0.0%

Physical Fitness

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). During the 2009-10 school year, 32.8% of the district's students in grade five and 41.6% in grade seven achieved in the Healthy Fitness Zone (HFZ) for all six areas of the test.

Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.2	33.9	28.4

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

Adequate Yearly Progress

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)

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

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.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	53	56	59	53	59	62	46	50	52
Mathematics	57	55	66	53	55	63	43	46	48
Science	49	44	52	57	59	70	46	50	54
History/Social Science	*	*	*	48	61	68	36	41	44

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

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 results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	62	63	70	68
School	59	66	52	*
African American	45	55	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	73	93	*	*
Hispanic or Latino	46	56	34	*
Pacific Islander	*	*	*	*
White	71	73	67	*
Males	55	63	54	*
Females	64	69	50	*
Socioeconomically Disadvantaged	43	55	43	*
English Learners	29	43	20	*
Students with Disabilities	47	49	*	*
Migrant Education	*	*	*	*

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

Federal Intervention Program

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2010-11)	-	Year 1
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	20.00%

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.

API School Results			
	07-08	08-09	09-10
Statewide	6	6	6
Similar Schools	2	3	3
All Students at the School			
Actual API Change	10	6	29
Hispanic or Latino			
Actual API Change	1	3	45
White			
Actual API Change	15	-4	26
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	2	11	49
English Learners			
Actual API Change	10	26	33

** Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)*

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	829	840	767
Hispanic or Latino	768	786	715
White	875	872	838
Socioeconomically Disadvantaged	750	752	712
English Learners	743	774	691
Students with Disabilities	709	681	580

District Expenditures

Brentwood Union Elementary School District spent an average of \$6,963 to educate each student (based on 2008-09 FY audited financial statements). 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,502
From Restricted Sources	\$305
From Unrestricted Sources	\$4,771
District	
From Unrestricted Sources	\$885
Percentage of Variation between School & District	439.10%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	16.02%

District Revenue Sources

In addition to general state funding, Brentwood Elementary receives state and federal funding for the following categorical funds and other support programs: MAA, Lottery, Title I, Title III LEP, Title IV, Title V, ELAP, TUPE, Art & Music Block Grant, EIA, GATE, EL Instructional Materials fund, SBCP and School Site Discretionary Block Grant.

Teacher & Administrative Salaries as a Percentage of Total Budget

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		
2008-09		
	District	State
Beginning Teachers	\$44,219	\$41,988
Mid-Range Teachers	\$69,529	\$68,649
Highest Teachers	\$85,097	\$87,156
Elementary School Principals	\$110,029	\$109,026
Middle School Principals	\$111,580	\$112,489
High School Principals	-	\$113,872
Superintendent	\$161,160	\$181,890
Salaries as a Percentage of Total Budget		
Teacher Salaries	51.9%	42.5%
Administrative Salaries	5.7%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$75,399
District	\$68,906
Percentage of Variation	9.42%
School & State	
All Elementary School Districts	\$68,212
Percentage of Variation	10.53%

Data Sources

Data within the SARC was provided by Brentwood Union Elementary School District, retrieved from the 2009-2010 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is an online data tool 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.

