



R. Paul Krey Elementary School

2012-13 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

Members of the R. Paul Krey School community believe students learn best in a safe, comfortable place where they feel supported and inspired, are not afraid to take risks, and are empowered to be a part of their own education. Student attitudes and behaviors will be shaped by our Soul Shoppe program and the CASH matrix. Our character education program is enhanced by six Soul Shoppe presentations in the areas of respect, using "I Messages & Clean Up", building community, positive attitude, and do your best. The staff believes in a preventative rather than punitive discipline plan built on the underpinnings of well-taught, rehearsed routines and procedures, child-centered instruction that is both multi-modal, and developmentally appropriate. Our C.A.S.H. matrix (Come Prepared, Act Respectfully, put Safety First, are Hard Workers) teaches students our behavior expectations. Both parents and teachers believe the most valuable courses in the curriculum are those that impart students with the necessary academic knowledge yet at the same time offer students an opportunity for self-awareness, creativity, tolerance, and responsibility. Site-based leadership that includes parents, teachers, and administration reflect the decision-making process and goal orientation of R. Paul Krey Elementary School.

Message From Principal

At R. Paul Krey 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. All children have the opportunity to develop their ability to think critically, solve problems, communicate effectively, work independently and collaboratively, take risks, make decisions, be creative and help others. With the children as our priority, the staff will continuously reflect on our teaching practices, share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

Welcome to Krey Elementary,

Brian Jones, Principal

Megan Balderas, Vice Principal

School Profile

The Brentwood Union Elementary School District serves eight 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 2012 - 13, 8,426 K - 8th grade students were enrolled in the district, with classes arranged on a modified traditional calendar.

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.

Enrollment by Student Group

2012-13

	Percentage
African American	3.9%
American Indian	0.4%
Asian	7.4%
Filipino	5.3%
Hispanic or Latino	22.9%
Pacific Islander	0.6%
White	54.9%
Two or More	4.6%
None Reported	-
English Learners	11.8%
Socioeconomically Disadvantaged	15.2%
Students with Disabilities	10.5%

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. On a daily basis our strong parent community supports classroom teachers and students through their work in reading with students, supporting small group instruction, and by helping with material preparation. Parents are invited to join their site Parent Club by contacting Krey's Parent Club President, Shannon Miller, at 925.513.6400. Parents interested in being a part of the Krey School Site Council, a joint governing board of parents and staff members, should contact Principal, Brian Jones, at 925.513.6400.

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 2012-2013 enrollment in the Brentwood Union School District was 8,426.

Enrollment Trend by Grade Level

	2010-11	2011-12	2012-13
K	139	128	129
1st	145	148	149
2nd	149	154	152
3rd	155	158	159
4th	158	174	171
5th	160	162	173

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					
				11	12	13	11	12	13	11	12	13	11	12	13						
By Grade Level																					
K	23	23	18	-	1	2	7	6	5	-	-	-									
1	21	24	21	2	-	1	5	6	6	-	-	-									
2	24	23	19	-	1	2	7	7	6	-	-	-									
3	23	26	23	1	-	1	6	6	6	-	-	-									
4	30	27	24	-	2	2	5	3	1	-	3	4									
5	26	32	29	2	-	1	5	4	-	-	1	5									

Discipline & Climate for Learning

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 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.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	15	16	20	591	561	433
Suspension Rate	1.7%	1.7%	2.1%	7.1%	6.7%	5.1%
Expulsions	0	0	0	15	4	8
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%

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.

Teacher Assignment

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

Teacher Credential Status

	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	48	48	33	23
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	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

	11-12	12-13	13-14
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 2012-13)

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	100.0%	0.0%
District	99.1%	0.9%
High-Poverty Schools in District	98.7%	1.3%
Low-Poverty Schools in District	99.4%	0.6%

Counseling & Support Staff (School Year 2012-13)

It is the goal of R. Paul Krey 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 R Paul Krey Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
ISP Provider	2	2
Music Teacher	1	0.50
Physical Education Teacher	1	0.72
Psychologist	1	0.90
SDC Teacher	3	3
Speech Teacher	2	1.60

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 2013-14)

Brentwood Union Elementary held a public hearing on Sept. 12, 2013, 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, 2013 about the quality, currency, and availability of the standards-aligned textbooks.

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-2	Mathematics	Pearson/ Addison Wesley	2012	Yes	0.0%
3rd-5th	Mathematics	Pearson/ Addison Wesley	2009	Yes	0.0%
K-5	Science	MacMillan/ McGraw Hill	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.

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 03/1/2013 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.

School Facility Conditions				
Date of Last Inspection: 07/03/2013				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Admin kitchen, work room, rooms 21, 22, and 25 ceiling tile is stained and needs painting. K 4 room has gap in ceiling tile. Room 5 clock needs repair. Room 29 remove paper wads from ceiling. Room 41 adjust ceiling tile.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Room 9 electrical panels blocked. Staff room needs tidying. Room 33 has giant stain in carpet, bunched carpet and needs tidying. Nurse room, room K1 and MP custodian room has roaches.
Electrical		X		Admin reception area, conference room, small office, counselor office, MP room, Stage, rooms K1, K2, 8, 17, 18, 19, 20, 29, 30, 33, and 42 has lights out. Room 44 has very noisy ballast.
Restrooms/Fountains	X			Room 29 has no water in sink #3.
Safety (Fire Safety, Hazardous Materials)	X			Room K2 has Clorox Wipes left out. Room 26 has Raid Roach killer under sink.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Adequate Yearly Progress (School Year 2012-13)

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	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
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.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	73	72	74	64	68	67	54	56	55
Mathematics	81	78	81	67	68	69	49	50	50
Science	88	80	77	73	72	77	57	60	59
History/Social Science	*	*	*	71	72	75	48	49	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	67	69	77	75
School	74	81	77	*
African American/ Black	63	67	*	*
American Indian	*	*	*	*
Asian	78	81	*	*
Filipino	86	86	*	*
Hispanic or Latino	70	78	71	*
Pacific Islander	*	*	*	*
White	74	82	77	*
Males	70	79	76	*
Females	78	83	77	*
Socioeconomically Disadvantaged	59	66	42	*
English Learners	57	60	55	*
Students with Disabilities	66	74	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

Federal Intervention Program (School Year 2013-14)

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>.

Physical Fitness (School Year 2012-13)

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).

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			
	2010	2011	2012
Statewide	9	9	8
Similar Schools	8	9	7
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	15	-5	1
Hispanic or Latino			
Actual API Change	24	5	6
White			
Actual API Change	13	-4	-3
Socioeconomically Disadvantaged			
Actual API Change	-	-12	29

2013 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	641	886	6,519	862	4,655,989	790
Black or African American	27	797	492	795	296,463	708
Asian	37	890	316	909	406,527	906
Filipino	34	923	326	922	121,054	867
Hispanic or Latino	143	877	1,846	823	2,438,951	744
White	362	888	3,252	884	1,200,127	853
Two or More Races	31	949	200	870	125,025	824
Socioeconomically Disadvantaged	115	822	2,067	797	2,774,640	743
English Learners	80	851	1,178	804	1,482,316	721
Students with Disabilities	102	813	938	730	527,476	615

Data Sources

Data within the SARC was provided by Brentwood Union Elementary School District, retrieved from the 2012-13 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.

District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Paul Krey Elementary receives state and federal funding for the following categorical funds and other support programs: MAA, Lottery, Title III LEP and EIA.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2013-14)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	40.0%

Percentage of Students in Healthy Fitness Zone 2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.0%	27.2%	20.7%

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

District Expenditures (Fiscal Year 2011-12)

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	\$6,911
From Supplemental/Restricted Sources	\$1,859
From Basic/Unrestricted Sources	\$5,052
District	
From Basic/Unrestricted Sources	\$953
Percentage of Variation between School & District	430.1%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-8.8%

Teacher & Administrative Salaries (Fiscal Year 2011-12)

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		
2011-12		
	District	State
Beginning Teachers	\$43,738	\$41,451
Mid-Range Teachers	\$66,441	\$67,655
Highest Teachers	\$84,172	\$85,989
Elementary School Principals	\$108,712	\$108,589
Middle School Principals	\$107,363	\$111,643
High School Principals	-	\$110,257
Superintendent	\$163,119	\$182,548
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	42.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$75,431
District	\$72,860
Percentage of Variation	3.5%
School & State	
All Elementary School Districts	\$70,193
Percentage of Variation	7.5%