



R. Paul Krey Elementary School

190 Crawford Dr., • Brentwood, CA 94513 • (925) 513-64002013- • Grades K-5

Brian Jones, Principal

bjones@brentwood.k12.ca.us

<http://kes-brentwood-ca.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Brentwood Union Elementary School District

255 Guthrie Lane
Brentwood, CA 94513-1610
(925) 513-6300
www.brentwood.k12.ca.us

District Governing Board

Carlos Sanabria
Board President

Emil Geddes
Trustee

Blythe Lind
Trustee

Steve Gursky
Trustee

Scott Dudek
Clerk

District Administration

Dr. Dana Eaton
Superintendent

Robin Schmitt
Chief Business Official

Roxanne Jablonski-Liu
**Assistant Superintendent, Human
Resources**

Michael Bowen
Director - Curriculum & Instruction

Robert Brown
**Director - Maintenance &
Operations
Assistant**

Chris Calabrese
Director - Student Services

Jeff Weiss
Director - Special Education

School Description

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 students as our priority, the staff will reflect on our teaching practices, share ideas and concerns honestly, communicate regularly with parents and the community, and model a lifelong joy of learning through our own personal and professional growth.

Welcome to Krey Elementary,
Brian Jones, Principal
Brie Estep, Vice Principal

School 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 Character Education program and the CASH matrix. Our character education program is enhanced by various character traits modeled and taught in both the classroom and in assemblies. 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.

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	152
Grade 1	125
Grade 2	129
Grade 3	151
Grade 4	134
Grade 5	168
Total Enrollment	859

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.8
Asian	6.6
Filipino	6.3
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	0.5
White	40.3
Two or More Races	9.7
Socioeconomically Disadvantaged	21.9
English Learners	10
Students with Disabilities	13.3
Foster Youth	0.3
Homeless	0.6

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 R. Paul Krey	17-18	18-19	19-20
With Full Credential	43	44	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Brentwood Union	17-18	18-19	19-20
With Full Credential	♦	♦	43
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at R. Paul Krey Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Brentwood Union Elementary held a public hearing on Sept. 11, 2019, 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. 11, 2019 about the quality, currency, and availability of the standards-aligned textbooks.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019 September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan/McGraw Hill Reading Wonders 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	enVisionMATH, Pearson Scott-Foresman, 2015 (CC Version) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	California Science, MacMillan McGraw Hill 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	K-3: Reflections, CA Series, Harcourt School, 2006 Gr 4: Our Californai, Gr 5: Our Nation , Scott Foresman 2006 The textbooks listed are from most recent adoption: No 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)

Year and month in which data were collected: 12/30/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Multi-purpose cafeteria - Movement of foundation at west side of room. Being assesed. General grounds - Concrete surfaces still in need of repair. Some progress in mitigation.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	63	60	60	50	50
Math	57	58	50	51	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.9	27.5	11.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	441	99.10	63.49
Male	233	231	99.14	57.58
Female	212	210	99.06	70.00
Black or African American	30	29	96.67	34.48
Asian	36	35	97.22	71.43
Filipino	16	16	100.00	81.25
Hispanic or Latino	91	90	98.90	51.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	198	198	100.00	71.21
Two or More Races	49	48	97.96	68.75
Socioeconomically Disadvantaged	101	99	98.02	43.43
English Learners	58	57	98.28	43.86
Students with Disabilities	66	64	96.97	43.75
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	442	99.33	58.14
Male	233	231	99.14	61.47
Female	212	211	99.53	54.50
Black or African American	30	29	96.67	31.03
Asian	36	35	97.22	60.00
Filipino	16	16	100.00	81.25
Hispanic or Latino	91	91	100.00	46.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	198	198	100.00	63.64
Two or More Races	49	48	97.96	66.67
Socioeconomically Disadvantaged	101	99	98.02	37.37
English Learners	58	58	100.00	41.38
Students with Disabilities	66	64	96.97	48.44
Homeless	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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 2019-20)

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 who on a daily basis support classroom teachers and students through their work in reading with students, supporting small group instruction, and by helping with material preparation. The Krey Parents Club organizes fundraising efforts to support a variety of programs at the site. Parents are invited to join the Krey Parents Club by contacting Krey's Parent Club President, Stacey Drumright, 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.

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

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 3/1/2019 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	1.3	
Expulsions Rate	0.0	0.0	

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.2	3.2	
Expulsions Rate	0.0	0.1	

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1073.8

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.4
Other	2.2

* 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	21	1	6		24		6		22	1	6	
1	25		5		21	1	5		25		5	
2	24		5		24		6		21	1	5	
3	25		6		25		5		25		5	
4	32		5		33			5	33		1	3
5	29	1		5	29	1	1	4	33	1		5
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,239	\$45,741
Mid-Range Teacher Salary	\$78,995	\$81,840
Highest Teacher Salary	\$96,683	\$102,065
Average Principal Salary (ES)	\$123,061	\$129,221
Average Principal Salary (MS)	\$128,656	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$221,139	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	43%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,324	\$215	\$5,109	\$86,110
District	N/A	N/A	\$4,219	\$84,546.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	19.1	1.8
School Site/ State	-38.0	4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

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

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.