

William Brooks Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	William Brooks Elementary School
Street	3610 Park Dr.
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	(916) 933-6618
Principal	Amy Theberge
Email Address	atheberge@buckeyeusd.org
Website	https://www.buckeyeusd.org/wbes
County-District-School (CDS) Code	09618386005474

Entity	Contact Information
District Name	Buckeye Union Elementary School District
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Email Address	droth@buckeyeusd.org
Website	www.buckeyeusd.org

School Description and Mission Statement (School Year 2019-20)

Principal's Message

We are proud to be recognized as a 2017 National Blue Ribbon School for high achievement as well as a 2015 California Gold Ribbon School Award winner. We were selected for these honors because at William Brooks School we provide a strong academic program, which challenges and supports student learning. We encourage students to develop leadership skills and responsibility, to seek lifelong learning, to cooperate with others, and to provide community service. Students are also encouraged to actively participate in school activities such as cross-country running, Talent Show, band, and student leadership, Running Club, P.A.W.S. (Positive Actions With Students), Choir and more. School attendance is promoted through regular spirit days, character development activities, and annual curriculum-based special events in all grade levels.

We are extremely proud of the educational program at William Brooks because it works well for students and their families. Our beautiful computer lab, the latest technology in all of our classrooms (i.e. Chromebooks and Promethean Boards), and our math and reading interventions which include Level Literacy Intervention, and Read Naturally Live are some of what supports our solid educational program. Our teachers strive to stay up to date with strategies in their classrooms that engage 100% of their students. Our staff takes pride in their ability to meet the needs of all levels of learners. A primary reason for our success is the high degree of parent involvement and support. Many parents donate their time and resources each day. The Parent Teacher Association (P.T.A.) is very active in planning and carrying out events, enrichment activities, and fund raising. P.T.A. support has supplemented the school site budget by providing funds for Chromebooks, classroom materials, P.E. equipment, library books, and assemblies. Parents serving on the School Site Council are actively involved with staff in reviewing curriculum and recommending improvement actions for the school program. Parent participation and support is a strength and asset to our school.

School Profile

William Brooks Elementary School is one of six elementary schools, including a Charter Montessori located on the Blue Oak campus, and two middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2019-20 school year, 478 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	76
Grade 1	60
Grade 2	97
Grade 3	100
Grade 4	83
Grade 5	85
Total Enrollment	501

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	9.6
Filipino	2.6
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0.2
White	62.1
Two or More Races	7.6
Socioeconomically Disadvantaged	7.8
English Learners	5.2
Students with Disabilities	13.2
Foster Youth	0.2
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	22	23	217
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: September 2019

Buckeye Union School District held a public hearing in September 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 Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014	Yes	0
Mathematics	Math In Focus (K) and Envision Math (1st-5th) Adopted in 2014	Yes	0
Science	Amplify Science (K-8) Adopted in 2018	Yes	0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

William Brooks Elementary School was originally constructed in 1969 and is comprised of 25 classrooms, one gymnasium, one administration building, one library, one staff lounge, one computer lab, and two playgrounds. In 2009, Measure K allowed for extensive remodeling, resulting in: a new computer lab, kindergarten complex, a wing of six classrooms, Promethean Boards in each classroom, added kitchen and updates to the gym. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment.

Maintenance and Repair

District maintenance staff ensures that the maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 11/15/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heater not working in classroom 20. Room is not currently being used for instruction. Exhaust fan noise was noted in the MP room bathrooms. Jim B. to troubleshoot and repair the fans.
Interior: Interior Surfaces	Good	Minor flooring issues. Ceiling tile stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	18 light bulbs required replacement over the entire site, and 1 room had different color light bulbs. Don R. to replace bulbs and make sure all bulbs are the same color.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	4 drinking fountains needed to be adjusted, adjustments were made at the time of inspection. 1 faucet and 1 aerator need to be repaired, Don R. to repair/replace.
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Ceiling tile stains were noted in 5 classrooms. Don R. to investigate during the next rain event and make the necessary roof repairs. Once the leaks have been repaired, the ceiling tiles will be repaired/replaced.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The skirting between portable classrooms 17& 18 needs to be replaced. The siding on portable classroom 19 needs to be replaced on the South side of the building. 1 door closure needs to be adjusted, Don R. to adjust.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	74	72	67	69	50	50
Mathematics (grades 3-8 and 11)	69	73	60	61	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	260	97.38	2.62	71.92
Male	144	137	95.14	4.86	72.99
Female	123	123	100.00	0.00	70.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	82.76
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	68.09
Native Hawaiian or Pacific Islander					
White	161	157	97.52	2.48	73.89
Two or More Races	24	22	91.67	8.33	59.09
Socioeconomically Disadvantaged	24	24	100.00	0.00	54.17
English Learners	21	21	100.00	0.00	90.48
Students with Disabilities	60	53	88.33	11.67	37.74
Students Receiving Migrant Education Services					
Foster Youth					
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	261	97.75	2.25	73.18
Male	144	138	95.83	4.17	75.36
Female	123	123	100.00	0.00	70.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	79.31
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	58.33
Native Hawaiian or Pacific Islander					
White	161	157	97.52	2.48	76.43
Two or More Races	24	22	91.67	8.33	81.82
Socioeconomically Disadvantaged	24	24	100.00	0.00	75.00
English Learners	21	21	100.00	0.00	80.95
Students with Disabilities	60	54	90.00	10.00	38.89
Students Receiving Migrant Education Services					
Foster Youth					
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.4	21.7	66.3

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.

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)

William Brooks Elementary greatly benefits from its supportive parents who volunteer in the PTA, Garden of Learning Club, Art Docent Program, as well as assisting with learning centers and classroom support. Our parents also act as chaperones making it possible for our 4th and 5th grade students to have overnight science field trips to Redwood Alliance and History field trip in Coloma. William Brooks is involved with several community partnerships, including the local Rotary who sponsors the Student of the Year award, and Pennies for Patients, Hands for Hope, and the El Dorado County Food Bank. They also may run for School Site Council every other year.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact William Brooks Elementary at (916) 933-6618.

For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Jackie McHaney, at (530) 677-2261 or (916) 985-2183.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	1.3	0.9	1.6	1.6	1.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of William Brooks Elementary. The school 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 in January 2020 by the School Site Council.

The plan addresses the following:

- ingress/egress of pupils
- fire/earthquake/lock down drills/other evacuation procedures
- emotional safety through Positive Behavior Intervention and Supports (PBIS)

All revisions were communicated to 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 monthly basis throughout the school year. Lockdown drills are held each trimester. Students are supervised before, after school, during lunch and break periods, by assigned yard duty supervisors and teachers. There is a designated area for student drop off and pick up. Visitors must sign-in and receive a pass before entering campus.

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.

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	25	1	3		19	1	4		25		3	
1	25		4		23		3		25		2	
2	28		3		24		4		27		4	
3	24		3		21	1	3		24		4	
4	32		3		25		3		24	1	2	
5	17	2	3		23	1	3		34			3
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1002.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,315	\$2,377	\$6,938	\$70,619
District	N/A	N/A	\$7,187	\$75,112.00
Percent Difference - School Site and District	N/A	N/A	-3.5	-6.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-7.9	-9.4

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 (Fiscal Year 2018-19)

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,804	\$49,378
Mid-Range Teacher Salary	\$70,694	\$77,190
Highest Teacher Salary	\$94,745	\$96,607
Average Principal Salary (Elementary)	\$122,979	\$122,074
Average Principal Salary (Middle)	\$128,139	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$167,569	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2019-2020 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments, and PBIS strategies.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).