



William Brooks Elementary School

3610 Park Dr. • El Dorado Hills, CA 95762 • (916) 933-6618 • Grades K-5

Jonathan Lee, Principal

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<https://www.buckeyeusd.org/wbes>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Buckeye Union Elementary School District

5049 Robert J Mathews Parkway
El Dorado Hills, CA 95762
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www.buckeyeusd.org

District Governing Board

Brenda Hansen-Smith
Winston Pingrey
Kirk Seal
Gloria Silva
Jon Yoffie

District Administration

David Roth, Ph. D.
Superintendent
David Roth, Ph.D.
Superintendent
Patty Randolph
**Director of Curriculum and
Instruction**
Nicole Schraeder
Director of Student Services

School Description

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, BEST (Brooks Elementary School Theater) Club, Minecraft Club, 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 2018-19 school year, 513 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	83
Grade 2	98
Grade 3	83
Grade 4	76
Grade 5	92
Total Enrollment	511

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	9.6
Filipino	1.6
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.2
White	65.8
Socioeconomically Disadvantaged	9.2
English Learners	5.9
Students with Disabilities	10.8
Foster Youth	0.0

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			
William Brooks Elementary School	16-17	17-18	18-19
With Full Credential	24	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	16-17	17-18	18-19
With Full Credential	◆	◆	219
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
William Brooks Elementary	16-17	17-18	18-19
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 2018-19)

Buckeye Union School District held a public hearing in September 2018 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.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th) Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman (K-5) Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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. Cleaning is per the BUSD Governing Board adopted cleaning standards for all schools in the district. A summary of these standards is available at the District Office for review.

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)
Year and month in which data were collected: 01/10/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Minor flooring issues. Ceiling tile stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	45 light bulbs required replacement over the entire site, 1 electrical panel covered with papers, 2 light fixtures rattle.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1 loose drinking fountains, 1 faucet not working, 1 faucet needs to be adjusted, one restroom had a slight urine smell and needs to be cleaned better.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	78.0	74.0	69.0	67.0	48.0	50.0
Math	79.0	69.0	63.0	60.0	37.0	38.0

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	4.4	24.2	64.8

* 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.

School Year 2017-18 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	251	248	98.80	73.79
Male	119	116	97.48	68.97
Female	132	132	100.00	78.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.00	77.27
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	56.76
White	172	169	98.26	77.51
Two or More Races	14	14	100.00	71.43
Socioeconomically Disadvantaged	21	20	95.24	50.00
English Learners	13	13	100.00	69.23
Students with Disabilities	46	44	95.65	31.82

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 2017-18 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	251	248	98.8	68.95
Male	119	116	97.48	70.69
Female	132	132	100	67.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	37	37	100	51.35
White	172	169	98.26	71.6
Two or More Races	14	14	100	85.71
Socioeconomically Disadvantaged	21	20	95.24	45
English Learners	13	13	100	53.85
Students with Disabilities	46	44	95.65	20.45

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 2018-19)

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, American Heart Association. 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: 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

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 2019 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	1.2	1.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.6	1.6
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	25	19	1	1	1	5	3	4			
1	26	25	23				3	4	3			
2	27	28	24				2	3	4			
3	25	24	21			1	4	3	3			
4	28	32	25				2	3	3			
5	32	17	23		2	1	3	3	3			

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

Professional Development provided for Teachers

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 2017-2018 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).

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,986	\$48,064
Mid-Range Teacher Salary	\$67,949	\$75,417
Highest Teacher Salary	\$91,066	\$94,006
Average Principal Salary (ES)	\$116,908	\$119,037
Average Principal Salary (MS)	\$121,019	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$159,809	\$183,692
Percent of District Budget		
Teacher Salaries	39.0	36.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

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

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,945	\$2,141	\$6,804	\$72,821
District	◆	◆	\$7,114	\$72,821
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-4.5	0.0
Percent Difference: School Site/ State			-4.6	-4.3

* Cells with ◆ 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.