



William Brooks Elementary School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Buckeye Union Elementary School District

1665 Blackstone Parkway
El Dorado Hills, CA 95762
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www.buckeyeusd.org

District Governing Board

Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration

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

Principal's Message

We are proud to be a 2015 California Gold Ribbon School Award winner. We were selected for this honor 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, clubs, Talent Show, band, and student leadership. 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 2016-17 school year, 538 Transitional 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	127
Grade 1	81
Grade 2	65
Grade 3	92
Grade 4	67
Grade 5	85
Total Enrollment	517

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	8.3
Filipino	1.5
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	0.2
White	70
Two or More Races	6.4
Socioeconomically Disadvantaged	7.5
English Learners	5.2
Students with Disabilities	10.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	23	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	206
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
William Brooks Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.5
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.5	0.5

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Buckeye Union School District held a public hearing on September 7, 2016, 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. 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 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 2016	
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

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. In the most recent parent survey, 96.1% of parents indicated that this school was clean and well-maintained.

William Brooks Elementary School was originally constructed in 1969 and is comprised of 25 permanent classrooms, one gymnasium, one library, one staff lounge, one computer lab, and two playgrounds, as the Kindergarten classes have their own. 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 a staff of two full-time and four part-time custodians to ensure a clean and safe school. The district governing board has 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 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 that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 3/17/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			MP room- 34 of 180 light bulbs burnt out. Re-lamping completed in July 2016
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	74	70	63	66	44	48
Math	71	73	57	61	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	80	91	87	83	84	85	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.2	15.9	68.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	82	96.5	86.6
Male	49	46	93.9	89.1
Female	36	36	100.0	83.3
White	61	59	96.7	84.8
Students with Disabilities	11	11	100.0	54.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	89	97.8	75.3
	4	75	74	98.7	63.5
	5	85	83	97.7	70.7
Male	3	39	38	97.4	63.2
	4	32	31	96.9	61.3
	5	49	47	95.9	65.2
Female	3	52	51	98.1	84.3
	4	43	43	100.0	65.1
	5	36	36	100.0	77.8
Hispanic or Latino	3	11	11	100.0	54.5
	4	13	13	100.0	23.1
White	3	69	67	97.1	77.6
	4	52	51	98.1	70.6
	5	61	60	98.4	69.5
Students with Disabilities	3	16	15	93.8	20.0
	4	13	13	100.0	23.1
	5	11	11	100.0	30.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	89	97.8	75.3
	4	75	74	98.7	71.6
	5	85	82	96.5	70.7
Male	3	39	38	97.4	68.4
	4	32	31	96.9	71.0
	5	49	46	93.9	67.4
Female	3	52	51	98.1	80.4
	4	43	43	100.0	72.1
	5	36	36	100.0	75.0
Hispanic or Latino	3	11	11	100.0	45.5
	4	13	13	100.0	61.5

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	69	67	97.1	79.1
	4	52	51	98.1	70.6
	5	61	59	96.7	66.1
Students with Disabilities	3	16	15	93.8	20.0
	4	13	13	100.0	30.8
	5	11	10	90.9	30.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

William Brooks Elementary greatly benefits from its supportive parents who volunteer in the PTA, Garden of Learning Club, Art Docent Program, as well as tutoring and classroom help. Our parents also act as chaperones making it possible for our 4th and 5th grade students to have overnight fieldtrips to Coloma and Redwood Alliance. 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.

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 School Climate State Priority (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 November 2016 by the School Safety Committee and approved by the School Site Council.

The plan addresses the following:

- ingress/egress of pupils
- fire/earthquake/other evacuation procedures
- emotional safety through bullying prevention

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 duties 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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	1.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.2	1.2	1.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

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	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	26	26	1			2	4	4			
1	25	24	24				3	2	2			
2	22	24	24				3	4	4			
3	27	18	18		1	1	3	3	3			
4	28	27	27				3	3	3			
5	28	30	30				3	3	3			
Other	7			1								

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 2016-2017 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.

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,030	\$44,507
Mid-Range Teacher Salary	\$64,995	\$68,910
Highest Teacher Salary	\$87,107	\$88,330
Average Principal Salary (ES)	\$114,621	\$111,481
Average Principal Salary (MS)	\$116,892	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$158,227	\$169,821
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	6%	6%

* 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 <http://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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,966	\$1,560	\$6,406	\$69,931
District	♦	♦	\$6,506	\$69,931
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-1.5	0.0
Percent Difference: School Site/ State			12.8	-2.3

* Cells with ♦ do not require data.