

# Brooks Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Brooks Elementary School                              |
| <b>Street</b>                     | 750 Natalie Drive                                     |
| <b>City, State, Zip</b>           | Windsor, CA 95492                                     |
| <b>Phone Number</b>               | 707-837-7717  |
| <b>Principal</b>                  | Kimberlee Kimes                                       |
| <b>E-mail Address</b>             | kkimes@wusd.org                                       |
| <b>Web Site</b>                   | <a href="http://www.wusd.org">http://www.wusd.org</a> |
| <b>CDS Code</b>                   | 49710276107221  |

| <b>District Contact Information</b> |   |
|-------------------------------------|---|
| <b>District Name</b>                | Windsor Unified School District                       |
| <b>Phone Number</b>                 | 707 837-7701  |
| <b>Superintendent</b>               | Brandon Krueger                                       |
| <b>E-mail Address</b>               | bkrueger@wusd.org                                     |
| <b>Web Site</b>                     | <a href="http://www.wusd.org">http://www.wusd.org</a> |

### School Description and Mission Statement (School Year 2017-18)

It is the mission of the Windsor Unified School District to provide a supportive and nurturing environment for all students. Students shall acquire the basic skills of know ledge, along with the thinking skills needed for problem-solving and decision-making relevant to a changing world. Windsor students shall exhibit personal and social maturity through responsible behavior developed from understanding and respect for the diversity of all life and a genuine caring for others.

Windsor Unified School District is committed to the following:

- Model positive, open communication
- Collaborate with other public agencies
- Promote inclusiveness in decision making
- Pattern appreciation for diversity
- T each to varied learning styles
- Offer w ays to achieve academic progress
- Provide a system of accountability
- Create activities to work collaboratively
- Model and teach critical-thinking skills
- Employ technology to enhance learning
- Offer specialized programs in academics, the arts, athletics, student wellness, and technology
- Promote student health and nutrition
- Foster respect
- Maintain a safe, nurturing environment
- Value human resources of the District
- Cultivate trust and high standards
- Plan professional staff development
- Develop financial resources
- Employ sound organizational practices
- Maintain appropriate facilities

Windsor School District is at its best when:

- Education is a shared, community partnership
- Students are engaged in learning
- Schools and facilities are state of the art
- Specialized programs foster student success
- A supportive social network is in place

### Student Enrollment by Grade Level (School Year 2016-17)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 4</b>          | 245                       |
| <b>Grade 5</b>          | 219                       |
| <b>Total Enrollment</b> | 464                       |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.6                         |
| American Indian or Alaska Native    | 1.1                         |
| Asian                               | 1.1                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 46.1                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 47.6                        |
| Two or More Races                   | 2.2                         |
| Socioeconomically Disadvantaged     | 38.1                        |
| English Learners                    | 19.8                        |
| Students with Disabilities          | 15.1                        |
| Foster Youth                        | 0.2                         |

**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  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   |         |         |         |          |
| Without Full Credential  |         |         |         |          |
| Teaching Outside Subject Area of Competence (with full credential) |         |         |         |          |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners |         |         |         |
| Total Teacher Misassignments *                 |         |         |         |
| Vacant Teacher Positions                       |         |         |         |

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 2017-18)**

Year and month in which data were collected:

| Subject                                       | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| Reading/Language Arts                         | Brooks has been using a variety of Language Arts materials to meet the needs of our students in 4th and 5th grade. This year, a pilot program of six teachers was developed to assess the Benchmark Advance and National Geographic programs for adoption in the 2017 - 2018 school year. |                                  | 0.0   |
| Mathematics                                   | Brooks continues to be in the process of piloting the BRIDGES Mathematics program. All classes are assessing this program   |                                  | 0.0   |
| Science                                       | Brooks has been using a variety of Science materials to meet the needs of our students in 4th and 5th grade   |                                  | 0.0   |
| History-Social Science                        | Brooks has been using a variety of History - Social Studies materials to meet the needs of our students in 4th and 5th grade.   |                                  | 0.0   |
| Foreign Language                              | n/a   |                                  | 0.0   |
| Health  | Brooks has been using a variety of Health materials to meet the needs of our students in 4th and 5th grade  |                                  | 0.0   |
| Visual and Performing Arts                    | Brooks has been using a variety of Visual and Performing Arts materials to meet the needs of our students in 4th and 5th grade.   |                                  | 0.0   |
| Science Laboratory Equipment<br>(grades 9-12) |   |                                  | 0.0   |

#### School Facility Conditions and Planned Improvements (Most Recent Year)

During the 2015/16 school year, continued construction on a ten classroom building to be completed in late winter of 2016 on the Brooks campus. The new building was completed in the beginning of December 2016 With all classrooms now in use.

#### 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

| School Facility Good Repair Status (Most Recent Year)                |               |      |      |  |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: October 2017           |               |      |      |  |
| System Inspected   | Repair Status |      |      | Repair Needed and<br>Action Taken or Planned |
|  | Good          | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC,<br>Sewer                 | X             |      |      |  |
| <b>Interior:</b> Interior Surfaces                                   | X             |      |      |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/<br>Vermin Infestation | X             |      |      |  |
| <b>Electrical:</b> Electrical  | X             |      |      |  |

| School Facility Good Repair Status (Most Recent Year)                      |               |      |      |   |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: October 2017                 |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains                 | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                            | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                                | X             |      |      |   |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences | X             |      |      |   |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: October 2017 |           |      |      |      |
|--|-----------|------|------|------|
| 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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 40  | 37      | 44       | 44      | 48      | 48      |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 27  | 28      | 30       | 29      | 36      | 37      |

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 473              | 460           | 97.25          | 37.25                   |
| Male  | 244              | 236           | 96.72          | 34.04                   |
| Female  | 229              | 224           | 97.82          | 40.63                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 218              | 209           | 95.87          | 29.81                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 225              | 221           | 98.22          | 44.8                    |
| Two or More Races                             | 11               | 11            | 100            | 27.27                   |
| Socioeconomically Disadvantaged               | 183              | 177           | 96.72          | 20.45                   |
| English Learners                              | 121              | 116           | 95.87          | 20                      |
| Students with Disabilities                    | 74               | 70            | 94.59          | 10.14                   |
| Students Receiving Migrant Education Services | 16               | 15            | 93.75          | 26.67                   |
| Foster Youth                                  | --               | --            | --             | --                      |

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 2016-17)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 473              | 463           | 97.89          | 28.29                   |
| Male                                | 244              | 238           | 97.54          | 29.83                   |
| Female                              | 229              | 225           | 98.25          | 26.67                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 218              | 212           | 97.25          | 19.81                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 225              | 221           | 98.22          | 35.29                   |
| Two or More Races                   | 11               | 11            | 100            | 36.36                   |
| Socioeconomically Disadvantaged     | 183              | 179           | 97.81          | 15.64                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| English Learners                              | 121              | 117           | 96.69          | 16.24                   |
| Students with Disabilities                    | 74               | 70            | 94.59          | 2.86                    |
| Students Receiving Migrant Education Services | 16               | 16            | 100            | 31.25                   |
| Foster Youth                                  | --               | --            | --             | --                      |

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

| Subject                       | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|-------------------------------|---|---------|----------|---------|---------|---------|
|                               | School  |         | District |         | State   |         |
|                               | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 41  | 50      | 58       | 53      | 60      | 56      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Participation (School Year 2016-17)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  |                           |
| % of pupils completing a CTE program and earning a high school diploma                                   |                           |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education |                           |

### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission          |         |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## 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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 20.9  | 23.8                  | 19.4                 |

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are welcome to help at Brooks in many different ways. On any given day, we have between 15 and 25 volunteers either in classrooms, helping with special projects, or chaperoning field trips.

The School Site Council (SSC), which includes parents, teachers, staff, and the principal, reviews our school's annual improvement plan. In addition, we have a Parent Advisory Council for English Learners. The Parent Advisory Committee and the SSC provide ongoing feedback about goals for the school and student learning needs. Our parents and the Windsor Education Foundation annually raise funds to support school programs.

A paid volunteer coordinator oversees our outstanding parent volunteer program and recruits and trains countless volunteers each year.

For more information on how to become involved at the school, please contact Mary Fletcher, Volunteer Coordinator, at (707) 837-7717.

#### Efforts to Seek Parent Input

A primary means of seeking parent input is through School Site Councils.

On the February 2015 teacher and parent surveys, teachers and parents were asked whether parent input and participation is a priority at the school. Responses indicate that teachers and parents believe that parent input and participation is a priority at the school.

#### Parent and Teacher Survey Findings on Parent Input and Participation, February 2015

When asked if: schools regularly seek parent input and participation ... the follow data was recorded from parents. There were 71 responses. 24% strongly agreed, 50% agreed, 18% disagreed, 4% strongly disagreed, 4% did not know .

Classified and Certificated staff members were asked if the school(s) regularly seek parent input and participation. There were 30 responses. 50% strongly agreed, and 50% agreed that the school(s) seek parent input and participation.



Principals were asked to identify what is done at their school to promote parent input. Parent input strategies are included below.

- Brooks Elementary Site Council
- E-mail
- Voice-mail
- Open door policy for principal access ELAC/DELAC
- Newsletter - principal - teacher WE Foundation
- Survey

**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.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

| Indicator              | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Dropout Rate</b>    |         |         |         |          |         |         | 11.5    | 10.7    | 9.7     |
| <b>Graduation Rate</b> |         |         |         |          |         |         | 80.95   | 82.27   | 83.77   |

**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  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| <b>Suspensions</b> | 0.73    | 0.82    | 4.33    | 3.43     | 3.51    | 3.48    | 3.79    | 3.65    | 3.65    |
| <b>Expulsions</b>  | 0       | 0       | 0.21    | 0.04     | 0.22    | 0.07    | 0.09    | 0.09    | 0.09    |

**School Safety Plan (School Year 2017-18)**

Staff members supervise the playgrounds before school, during recesses, and at dismissal. A crossing guard assists in street crossing before and after school. Our school is fenced in and has well-established procedures for visitor check-in that include signing in at the office, obtaining a visitor badge, and checking out when leaving. The School Site Council annually reviews our Safe Schools Plan. The School Safety Plan updates are approved by the school board each March. It was last reviewed and discussed with school staff in November 2015. The plan is available in the school office and is shared with employees at our staff meetings. We hold monthly emergency drills and have participated in emergency preparedness trainings through RESIG.

## 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.

### Federal Intervention Program (School Year 2017-18)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   |           | 2011-2012 |
| Year in Program Improvement*                        |           | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 2         |
| Percent of Schools Currently in Program Improvement | N/A       | 50        |

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15         |                   |       | 2015-16 |                 |                   | 2016-17 |     |                 |                   |       |     |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |         | Avg. Class Size | Number of Classes |         |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+     |                 | 1-20              | 21-32   | 33+ |                 | 1-20              | 21-32 | 33+ |
| 4           | 27              | 1                 | 7     |         | 26              |                   | 8       |     | 28              |                   | 8     |     |
| 5           | 26              | 2                 | 10    |         | 24              | 1                 | 9       |     | 24              | 2                 | 8     |     |
| Other       |                 |                   |       |         | 10              | 1                 |         |     | 5               | 1                 |       |     |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2014-15         |                      |       | 2015-16 |                 |                      | 2016-17 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |
| Mathematics    |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |
| Science        |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |
| Social Science |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  |                                  |   |
| Counselor (Social/Behavioral or Career Development) | 0.5                              | N/A   |
| Library Media Teacher (Librarian)                   |                                  | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0.5                              | N/A   |
| Psychologist  | 0.8                              | N/A   |
| Social Worker                                       |                                  | N/A   |
| Nurse   |                                  | N/A   |
| Speech/Language/Hearing Specialist                  | 1.0                              | N/A   |
| Resource Specialist                                 |                                  | N/A   |
| Other   | 0.8                              | N/A   |

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

\*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 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 9986                   | 3215                     | 6771                | 62965                  |
| District                                     | N/A                    | N/A                      | 6771                | \$62,410               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 0.0                 | 0.9                    |
| State  | N/A                    | N/A                      | \$6,574             | \$69,649               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 3.0                 | -10.1                  |

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

**Types of Services Funded (Fiscal Year 2016-17)**

At Brooks, there was an after school homework support program for our migrant education students and others during 2015-16 school year.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,776        | \$44,144                                     |
| Mid-Range Teacher Salary                      | \$60,174        | \$69,119                                     |
| Highest Teacher Salary                        | \$75,316        | \$86,005                                     |
| Average Principal Salary (Elementary)         | \$92,057        | \$106,785                                    |
| Average Principal Salary (Middle)             | \$98,530        | \$111,569                                    |
| Average Principal Salary (High)               | \$109,238       | \$121,395                                    |
| Superintendent Salary                         | \$185,850       | \$178,104                                    |
| Percent of Budget for Teacher Salaries        | 32%             | 34%  |
| Percent of Budget for Administrative Salaries | 4%              | 6%   |

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

| <b>Subject</b>                  | <b>Number of AP Courses Offered*</b> | <b>Percent of Students In AP Courses</b> |
|---------------------------------|--------------------------------------|--|
| <b>Computer Science</b>         |                                      | N/A                                      |
| <b>English</b>                  |                                      | N/A                                      |
| <b>Fine and Performing Arts</b> |                                      | N/A                                      |
| <b>Foreign Language</b>         |                                      | N/A                                      |
| <b>Mathematics</b>              |                                      | N/A                                      |
| <b>Science</b>                  |                                      | N/A                                      |
| <b>Social Science</b>           |                                      | N/A                                      |
| <b>All courses</b>              |                                      |  |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Teachers take some time each year to improve their teaching skills and to extend their know ledge of the subjects they teach. In the past, teachers were released from classrooms for two days to receive in-service training in engagement strategies for all students. Each Wednesday teachers have an hour of Common Planning time which they use to collaborate on curriculum, standards, assessments, etc. The principal annually evaluates all probationary teachers using District standards for teacher performance. Permanent teachers are formally evaluated every two years, based on standards set by individual teachers and their specific plans to meet these standards. Teachers who need extra assistance are assigned a mentor and receive additional training opportunities.

During 2015/16, teachers had professional development days during the school year twice. The focus was Common Core, Technology, and 21st Century teaching techniques. Many teachers went to a variety of conferences and workshops throughout the year to address Common Core and 21st Century learning. Special Education workshops were also attended by our Special Education staff.