

William Brooks Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	William Brooks Elementary School
Street	3610 Park Dr.
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	(916) 933-6618
Principal	Joel Damerl
Email Address	jdamerl@buckeyeusd.org
School Website	https://wbbs.buckeyeusd.org/
Grade Span	K-5
County-District-School (CDS) Code	09618386005474

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

William Brooks Elementary School is a single-track Transitional Kindergarten through 5th grade school located in El Dorado Hills, east of Sacramento in the Sierra foothills. In partnership with the Buckeye Union School District, the school cultivates a learning environment that is safe, positive, and supportive of high levels of student learning and well-being. The school embraces a whole-child approach, intentionally developing students intellectually, socially, and emotionally while reinforcing the core campus expectations that Bears are Respectful, Responsible, and Safe—a foundation that guides daily interactions, behavior, and community culture.

The 2025–2026 school year reflects a continued commitment to growth, collaboration, and schoolwide systems that support

2025-26 School Description and Mission Statement

student engagement and belonging, including the leadership of a new principal serving the school this year. William Brooks promotes school pride through student leadership opportunities, character-building activities, spirit days, and annual curriculum-based events at every grade level. A consistent school message emphasizes that attendance matters, recognizing that students make their strongest academic and social progress when they are present, connected, and actively participating in a community built on respectful, responsible, and safe behavior.

School Profile

William Brooks Elementary is one of six elementary schools in the Buckeye Union School District, which also includes a Charter Montessori program and two middle schools. Established in 1858, the district serves the communities of Shingle Springs, Cameron Park, and El Dorado Hills in El Dorado County. During the 2024–2025 school year, 365 TK–5 students were enrolled at William Brooks Elementary, with classes operating on a traditional schedule supported by structured instructional systems and a school culture rooted in being Respectful, Responsible, and Safe.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	53
Grade 2	58
Grade 3	57
Grade 4	66
Grade 5	66
Total Enrollment	372

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
Asian	9.7
Black or African American	1.3
Filipino	1.1
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	9.9
White	62.4
English Learners	3
Foster Youth	0.3
Socioeconomically Disadvantaged	12.6
Students with Disabilities	20.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.2	100	315.1	78.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.5	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	77.4	19.38	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.4	0.6	15831.9	5.67
Total Teaching Positions	18.2	100	399.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	100	313.9	73.51	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.4	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	100.4	23.53	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	0.84	14303.8	5.15
Total Teaching Positions	18	100	427	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	100	332.4	72.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7	1.52	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	110.7	24.01	12112.8	4.34
Unknown/Incomplete/NA	0	0	5	1.09	13705.8	4.91
Total Teaching Positions	18	100	461.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Buckeye Union School District held a public hearing on September 3, 2025, 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.

Year and month in which the data were collected	September 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: Frog Street Pre-K (Publication 2020, Adopted 5/17/23 for 2023/2024) Grades K-2: Magnetic Reading Foundations; Curriculum Associates (Publication 2023, Adopted 5/15/24 for 2024/2025) Grades K-2: Ready Common Core Reading Instruction; Curriculum Associates (Publications 2014 and 2016, Adopted 5/15/24 for 2024/2025) Grades 2-5: Ready Writing Instruction; Curriculum Associates (Publications 2015 and 2016, Adopted 5/15/24 for 2024/2025) Grade 3: Phonics for Reading; Curriculum Associates (Publication 2024, Adopted 5/15/24 for 2024/2025) Grades 3-5: Magnetic Reading; Curriculum Associates (Publication 2022, Adopted 5/15/24 for 2024/2025)	0
Mathematics	Grades K-8: iReady Classroom Mathematics (Publication 2020, Adopted 5/4/22 for 2022/2023)	0
Science	Grades K-8: Amplify Science (Publication 2018, Adopted 4/18/18 for 2018/2019)	0
History-Social Science	Grades K-3: Reflections; Harcourt (Publication 2007, Adopted for 2011/2012) Grades 4-5: History-Social Science for California; Scott Foresman (Publication 2006, Adopted for 2006/2007)	0

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

School Facility Conditions and Planned Improvements

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. Renovations basketball courts, and blacktop were completed in the Summer of 2017. In 2022, 86" Newline interactive displays were added in the classrooms, the kindergarten play structure was replaced, and a shade structure was installed to cover a portion of the large play structure by the MP Room. In 2024, a Verkada perimeter security camera system was installed.

Cleaning Process:

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

Maintenance and Repair:

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

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.

Year and month of the most recent FIT report

1/5/2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			One of the two large HVAC units for the Library was not working at the time of inspection. Jim B. (BUSD) ordered the necessary parts and made the repairs.
Interior: Interior Surfaces	X			Damaged vinyl wall covering in Classroom 18. BUSD to contact Nalevia Wallcoverings to see if it can be repaired. Drywall repair needed on the ceiling in the serving area. KYA contacted for the repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leak observed in the MP Room over the coach's office. El Dorado Roofing contacted for a warranty repair on the recently replaced roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door in Classroom 3 has to be pulled to get it to close completely. Door was repaired by Jim M. (Head Custodian).

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	68	67	59	61	47	48
Mathematics (grades 3-8 and 11)	71	68	50	50	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	186	98.41	1.59	67.20
Female	80	78	97.50	2.50	73.08
Male	109	108	99.08	0.92	62.96
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	78.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	61.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	65.22
White	113	112	99.12	0.88	66.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	63.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	36.54

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	187	98.94	1.06	68.45
Female	80	79	98.75	1.25	65.82
Male	109	108	99.08	0.92	70.37
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	84.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	57.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	69.57
White	113	112	99.12	0.88	67.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	42.31

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	62.96	63.08	56.49	61.63	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	65	98.48	1.52	63.08
Female	29	28	96.55	3.45	64.29
Male	37	37	100.00	0.00	62.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	71.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	53.85

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.5%	95.5%	100%	95.5%	100%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

William Brooks Elementary greatly benefits from a strong community of supportive parents and families who actively contribute to school life. The school believes that volunteering in the classroom is a core campus value, recognizing that parent presence on campus strengthens student confidence, builds connection, and directly supports meaningful learning experiences. Families have opportunities to volunteer through the PTA, Garden Club, and the Art Docent Program, and also support classrooms by assisting with learning centers, small group activities, and instructional rotations. Parent volunteers also serve as field trip chaperones, a contribution that makes signature experiences possible, including the 5th grade overnight, curriculum-based science field study. All school-organized volunteer opportunities include district safety screening, campus sign-in procedures, and alignment with classroom instructional schedules to ensure a respectful, responsible, and safe environment for students, staff, and families.

William Brooks Elementary also collaborates with valued community partnerships that broaden student involvement beyond the classroom. Local organizations, including Rotary, sponsor student recognition programs such as the Student of the Year award. Additional service-based partnerships include literacy-aligned volunteer programs, student leadership groups, and campuswide community support initiatives such as food drives and community giving campaigns. These organized opportunities help students live out the schoolwide expectations that Bears are Respectful, Responsible, and Safe, while learning the importance of contribution, empathy, and community care.

Contact Information

Parents and families interested in volunteering, who wish to participate in leadership teams, school committees, or school activities 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	388	379	20	5.3
Female	177	175	8	4.6
Male	211	204	12	5.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	36	2	5.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	54	9	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	39	1	2.6
White	239	234	7	3.0
English Learners	15	12	1	8.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	59	56	6	10.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	88	7	8.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.52	1.88	1.29	0.85	1.04	0.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.29	0.00
Female	1.13	0.00
Male	1.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.67	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 2026 by the the Site Safety Team, the School Site Council, the staff, and received Board approval on January 21, 2026..

The plan addresses the following:

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

All revisions were communicated to both the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held each trimester. Students are supervised before, after school, during lunch and break periods, by assigned yard duty supervisors and teachers. There is a designated area for student drop off and pick up. Visitors must sign-in and receive a pass before entering campus.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	12	1		
K	18	2	1	0
1	26	0	2	0
2	42	0	1	1
3	23	0	3	0
4	28	0	3	0
5	27	0	2	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	22		1	
K	25	0	2	0
1	28	0	2	0
2	24	0	2	0
3	26	0	2	0
4	33	0	1	0
5	27	0	3	0
6	0	0	0	0
Other	22	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	23		1	
K	25		2	
1	27		2	
2	23		2	
3	24		2	
4	33		1	1
5	33			
Other	23		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	786

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	.125
Nurse	.25
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,025	\$4,808	\$10,217	\$96,670
District	N/A	N/A	\$10,107	\$94,085
Percent Difference - School Site and District	N/A	N/A	1.1	2.7
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-8.7	-3.5

Fiscal Year 2024-25 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,629	\$61,516
Mid-Range Teacher Salary	\$87,043	\$95,479
Highest Teacher Salary	\$116,656	\$125,208
Average Principal Salary (Elementary)	\$149,676	\$152,668
Average Principal Salary (Middle)	\$159,306	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$206,324	\$242,781
Percent of Budget for Teacher Salaries	34.86%	29.76%
Percent of Budget for Administrative Salaries	5.06%	5.74%

Professional Development

As part of its ongoing growth process, William Brooks Elementary and the Buckeye Union School District provide structured and intentional professional development opportunities to administrators, teachers, and classified staff. In a typical year, the district designates three staff development days annually, offering training in curriculum, instructional strategies, and research-based methodologies that support student learning. These opportunities reflect a shared commitment to schoolwide capacity-building, positive collaboration, and campus systems rooted in the core values that Bears are Respectful, Responsible, and Safe, ensuring that adult learning directly strengthens student outcomes and community culture.

This school year also marks the leadership of a new principal, bringing a renewed focus on collective growth, staff support, and instructional alignment. The primary emphasis for professional development this year has been training teachers in the school's new i-Ready Reading and i-Ready Math adoption. Beyond staff development days, dedicated training and coaching have also taken place during Wednesday collaboration meetings, creating consistent opportunities for staff learning, data reflection, and instructional planning. Time has been intentionally used to build teacher capacity in understanding the i-Ready platforms, strengthening Tier 1 teaching strategies, and interpreting diagnostic and MyPath data to support academic growth for all students. These collaborative structures have also helped deepen relationships and strengthen bonds across the campus, reinforcing shared ownership of schoolwide goals and expanding instructional expertise.

Additional educator support is available through district-organized coaching and mentorship systems. Staff can access targeted assistance through the Peer Assistance and Review (PAR) Program, while new educators are supported through mentors in the Teacher Induction Program (TIP). These programs provide guided coaching, embedded support, and professional partnerships that continue to expand staff expertise, instructional confidence, and the shared mission of student success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3