

Brooks Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Brooks Elementary School
Street	750 Natalie Drive
City, State, Zip	Windsor, CA 95492
Phone Number	707-837-7717
Principal	Annette Zucconi
Email Address	azucconi@wusd.org
Website	http://www.wusd.org
County-District-School (CDS) Code	49710276107221

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Windsor Unified School District
Phone Number	707-837-7701
Superintendent	Jeremy Decker
Email Address	jdecker@wusd.org
Website	http://www.wusd.org

School Description and Mission Statement (School Year 2020-2021)

At Brooks Elementary School, grades 3-5, students are nurtured to grow as confident and capable learners, developing essential skills and study habits that will serve them in years to come. Our district Career Technical Education (CTE) Partnerships in Theater Production and Culinary Arts begin in Grade 5 for students wishing to pursue these academic focus areas in middle and high school. Eligible students also have the option of participating in our GATE (Gifted and Talented Education) program. Music, physical education, and visits to the technology lab, future garden, and brand-new library enhance our curriculum. We encourage our students to develop their extra-curricular interests through participation in our active students council and popular after-school drama program. The Brooks community gathers for all-school events such as California Day (a living history celebration), Arts Day, Humanitarian Awards and Walk and Roll to School Day.

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 knowledge, 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
- Teach to varied learning styles
- Offer ways 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 2019-2020)

Grade Level	Number of Students
Grade 3	184
Grade 4	188
Grade 5	181
Total Enrollment	553

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.1
Asian	1.6
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0.2
White	45.8
Two or More Races	5.6
Socioeconomically Disadvantaged	50.5
English Learners	16.6
Students with Disabilities	12.3
Foster Youth	0.7
Homeless	1.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	36	35	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Brooks continues to use ReadyGEN for language arts, adopted in 2017-2018 for grades 3-5. This curriculum was selected from the most recent list of standards-based materials adopted by the State Board of Education.	Yes	0.0
Mathematics	Brooks continues to use Bridges for mathematics, adopted 2017-2018 for grades 3-5. This curriculum was selected from the most recent list of standards-based materials adopted by the State Board of Education.	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Brooks uses California Science (Macmillan/McGraw-Hill), district-adopted materials, grades 3-5, along with the following supplemental, standards-based materials: Mystery Science, and Generation Genius.	No	0.0
History-Social Science	Brooks uses Reflections (Harcourt), district-adopted materials, grades 3-5, as well as the novel "Blood on the River" and "Daniel at the Seige of Boston" in the 5th grade.	Yes	0.0
Health	Brooks uses a variety of Health materials to meet the needs of our students, grades 3-5.	Yes	0.0
Visual and Performing Arts	Brooks uses a variety of Visual and Performing Arts materials to meet the needs of our students grades 3-5.	Yes	0.0

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

School Facility Conditions and Planned Improvements

Cabinets / bookshelves to be secured. Ceiling tiles to be replaced. Several older roofs need to be replaced or repaired

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Cabinets need to be secured.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Replace damaged fan & vent.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Deep clean restroom. Replace light bulbs.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Replace or repair old roofs.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	33	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents and guardians 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, the Windsor Education Foundation and C*Star annually raise funds to support school programs.

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

We promote parent input and some of our parent connection strategies include:

Apptegy Communication Tool (Calls and texts to parents)
Brooks Elementary School Site Council
English Language Advisory Committee (ELAC) & District ELAC
Monthly Parent Newsletters ~ Brooks Banter * Campus Updates
Windsor Education Foundation
C*STAR

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.7	4.9	4.7	5.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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, and campus staff, annually review, and revise our Comprehensive School Safety Plan, every December/January. Plan updates are approved by the school board each March. The plan is available in the school office. We hold monthly emergency drills and participate in emergency preparedness training under the guidance of the district Safety Committee.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3									23	1	7	1
4	28		7		27	1	6		27	1	6	
5	25	1	9		25	1	8		30	1	5	1
Other**	7	1										

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,645	1,851	4,794	\$57,954
District	N/A	N/A	5,110	\$65,678
Percent Difference - School Site and District	N/A	N/A	-6.4	-12.5
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-47.1	-26.6

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

Types of Services Funded (Fiscal Year 2019-2020)

At Brooks, we provide the following programs:
 Academic Intervention Teachers, 1.6FTE
 SOS (Support our Students) Counseling
 Migrant Education After School tutoring program
 Intensive & Migrant ELD for English learners, Summer School.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,693	\$47,145
Mid-Range Teacher Salary	\$62,872	\$74,952
Highest Teacher Salary	\$78,693	\$96,092
Average Principal Salary (Elementary)	\$96,708	\$116,716
Average Principal Salary (Middle)	\$103,508	\$120,813
Average Principal Salary (High)	\$112,656	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	29.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	

At Brooks Elementary, teachers are provided with significant opportunities for professional development to improve their teaching skills, and to extend their knowledge of the subjects they teach. Methods include after-school workshops, conference attendance, Wednesday common planning time, and individual mentoring. In addition, there are up to three district-provided professional development days. In the last two years, topics of focus included curriculum training in ReadyGen, Bridges, Writing by Design, social-emotional learning (Responsive Classrooms), and English language development.

Each Wednesday teachers have an 75 minutes of common planning time, during which they meet in the following configurations: whole staff 2 times per month, grade levels once per month and topic-specific/varying groups once per month. These weekly sessions include time to collaborate on curriculum, standards, lesson planning and assessments, school-wide initiatives, 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.