

# Vencil Brown Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Vencil Brown Elementary School
<b>Street</b>	250 Trestle Drive
<b>City, State, Zip</b>	Roseville
<b>Phone Number</b>	(916) 771-1710
<b>Principal</b>	Brandei Smith
<b>Email Address</b>	bsmith@rcsdk8.org
<b>School Website</b>	<a href="https://brown.rcsdk8.org">https://brown.rcsdk8.org</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	3166910-611959

### 2024-25 District Contact Information

<b>District Name</b>	Roseville City School District
<b>Phone Number</b>	(916) 771-1600
<b>Superintendent</b>	Derk Garcia
<b>Email Address</b>	
<b>District Website</b>	www.rcsdk8.org

### 2024-25 School Description and Mission Statement

Vencil Brown Elementary School opened to Kindergarten through 6th grade students in the Fall of 1996. It now serves students in grades Transitional Kindergarten through Grade 5. The school is named after Mr. Vencil Brown, a long time teacher and youth sports activist in the City of Roseville. Vencil Brown Elementary is one of twenty one schools in the Roseville City School District. Staff members at Vencil Brown pride themselves on providing a child-centered environment in which the unique skills, talents, and needs of each student is recognized. The curriculum is academically challenging and includes a strong emphasis on community building and the development of personal responsibility. Collaboration between school and home is well developed and ongoing.

## 2024-25 School Description and Mission Statement

This year, we are excited to build upon the success of our key programs, including AVID, Professional Learning Communities (PLC), and PBIS, to help our students achieve their fullest potential. The AVID program supports our students in developing the skills necessary for success in college and beyond, equipping them with strategies for writing, inquiry, collaboration, organization and reading. Our PLC model fosters collaboration among educators to ensure that every child receives the support they need to succeed academically. Through our PBIS program, we continue to promote a positive school culture, emphasizing respectful behavior, emotional well-being, and a safe environment where all students feel valued and are encouraged to thrive.

### Mission Statement

The mission of Vencil Brown Elementary is to provide a safe and effective learning environment while addressing students' unique academic, social and emotional needs in order to prepare all students for college and career readiness and success in a global society.

### Vision

Vencil Brown School's vision is to be a collaborative community of staff, students, and parents who are:

- Focused on Learning
- Collaborative Culture
- Results Oriented
- Healthy School Culture

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	52
Grade 2	48
Grade 3	74
Grade 4	59
Grade 5	64
<b>Total Enrollment</b>	<b>370</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
Asian	4.1
Black or African American	2.7
Filipino	2.7
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	11.4
White	51.6
English Learners	8.4
Foster Youth	0.3
Homeless	2.4
Socioeconomically Disadvantaged	64.9
Students with Disabilities	17.6

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	88.92	476.80	94.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.54	2.00	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.54	5.40	1.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.50	2.27	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	11.00	2.18	18854.30	6.86
<b>Total Teaching Positions</b>	18.00	100.00	506.80	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.00	93.48	517.10	93.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.18	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.30	0.78	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.90	16.30	2.96	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.30	1.62	14.40	2.61	15831.90	5.67
<b>Total Teaching Positions</b>	20.40	100.00	553.30	100.00	279044.80	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.00	98.30	510.70	93.72	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.18	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.50	1.20	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.30	2.81	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.30	1.70	11.30	2.08	14303.80	5.15
<b>Total Teaching Positions</b>	19.30	100.00	544.90	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	1.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.40	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>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 12, 2024 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

**Year and month in which the data were collected** August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark 2024	Yes	0
<b>Mathematics</b>	Houghton Mifflin - Expressions 2015	Yes	0
<b>Science</b>	Discovery Education 2020	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman 2007	Yes	0

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

## School Facility Conditions and Planned Improvements

### General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

The following areas are reported upon:

**Maintenance and Repairs:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

### School Facility Good Repair Status:

Overall Summary School Facility Repair Status: Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

### Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District maintains its own program and parcels out funds for repairs according to school need.

### Year and month of the most recent FIT report

12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



## 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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	57	57	56	46	47
<b>Mathematics</b> (grades 3-8 and 11)	47	53	49	49	34	35

## 2023-24 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	201	198	98.51	1.49	57.07
Female	102	100	98.04	1.96	59.00
Male	99	98	98.99	1.01	55.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	52.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	57.14
White	96	94	97.92	2.08	56.38
English Learners	12	12	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28	0.72	56.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	28.57

## 2023-24 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
<b>All Students</b>	201	197	98.01	1.99	53.06
<b>Female</b>	102	100	98.04	1.96	49.49
<b>Male</b>	99	97	97.98	2.02	56.70
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	60	58	96.67	3.33	36.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	21	100.00	0.00	61.90
<b>White</b>	96	94	97.92	2.08	58.51
<b>English Learners</b>	12	12	100.00	0.00	33.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	139	137	98.56	1.44	52.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	41	91.11	8.89	27.50

## 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	39.29	55.56	44.26	43.48	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	67	65	97.01	2.99	53.85
<b>Female</b>	37	36	97.30	2.70	55.56
<b>Male</b>	30	29	96.67	3.33	51.72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	26	96.30	3.70	46.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	28	96.55	3.45	57.14
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	49	48	97.96	2.04	54.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	9	81.82	18.18	--

## 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.

#### 2023-24 California Physical Fitness Test Results

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	95	95	95	95

## 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.

#### 2024-25 Opportunities for Parental Involvement

At Vencil Brown Elementary, we are deeply grateful to the many parents who volunteer their time and coordinate activities to support our academic program. Parents are encouraged to play an active role in their child's education by volunteering in classrooms, participating in the Parent Teacher Club (PTC), joining the Site Council, English Language Advisory Committee (ELAC), and the Positive Behavior Intervention and Supports (PBIS) committee, serving as Art Docents or Safety Patrol as well as assisting with field trips, and leading extracurricular activities such as the school musical, Vencil Brown Ukulele Club, and fundraising campaigns.

Our Parent Teacher Club (PTC) is a vital part of Brown's success and meets the second Tuesday of each month at 5:30 p.m. in the staff room. The PTC coordinates volunteer opportunities for annual events such as the Fall Festival, Believe Fundraiser, and Jog-a-thon. These fundraising efforts support the purchase of intervention materials, technology, PBIS rewards, and school improvements (e.g., projector systems, benches, and water bottle fillers). In addition to these fundraising efforts, Brown's PTC and staff support no-cost events like the Back-to-School Breakfast, Movie Nights, and Fall Festival, designed to strengthen the Brown community and give families a chance to connect with each other and the school staff.

More than 90% of our parents participate in Back-to-School Night, parent-teacher conferences, and Open House. Many parents stay engaged by calling the Brown School Information Hotline at (916) 771-1715 or checking teacher websites and emails for information on homework assignments, classroom activities, upcoming events, and staff contact. Weekly messages and updates are also sent via ParentSquare, including our school's newsletter, The Grizzly Gazette, as well as emails and text messages to keep parents informed of school activities.

At Brown Elementary, we firmly believe that the partnership between families and the school is key to student success, and parent involvement is an essential part of this partnership. All parents are welcomed and encouraged to participate and engage in the life of our school! We warmly welcome and encourage all parents to actively participate and contribute to the vibrant community at our school!

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	390	385	35	9.1
Female	208	204	19	9.3
Male	182	181	16	8.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	7	30.4
Black or African American	11	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	106	103	11	10.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	43	3	7.0
White	192	192	13	6.8
English Learners	39	38	6	15.8
Foster Youth	--	--	--	--
Homeless	13	12	1	8.3
Socioeconomically Disadvantaged	258	255	27	10.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	83	11	13.3

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.74	0	0.77	1.45	1.68	2.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.25	0	0	0.02	0.01	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.00	0.00
Male	1.65	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	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.52	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	1.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.20	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.

## 2024-25 School Safety Plan

In our Spring School Survey our parents reported how they felt about the statement: "My child feels safe at school."  
 96% parents agreed  
 4% were neutral



## 2024-25 School Safety Plan

0% disagreed

Drills which can include fire drills, intruder drills, or lockdown drills occur on a monthly basis. The safety plan was most recently reviewed with the Brown staff in December 5, 2024. The safety plan was approved by the safety team on December 2, 2024 .

Key Elements of the Brown Safety Plan include procedures for evacuation drills and lockdown drills. The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency at a school site. The plan includes procedures for coordinating resources to respond to any emergency, including natural disasters, structural fires, environmental health issues, accidents, and intruders. The staff has been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff.

## 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.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
K	25	1	14	
1	19	16	7	
2	17	11	14	
3	11	16	7	
4	14	16	14	
5	21	7	14	
Other	19	4	8	

## 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
K	26		15	
1	26		14	
2	23		21	
3	13	31		
4	19	10	14	
5	17	12	14	
Other	6	2		

## 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
K	24		14	
1	26		14	
2	16	7	14	
3	19	5	17	
4	21	5	14	
5	22	6	13	
Other	7	2		

## 2023-24 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	0

## 2023-24 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$14,629	\$6,067	\$8,562	\$92,384
<b>District</b>	N/A	N/A	\$8,202	\$97,790
<b>Percent Difference - School Site and District</b>	N/A	N/A	4.3	-5.7
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.9	-4.2

## Fiscal Year 2023-24 Types of Services Funded

The staff and parents at Vencil Brown Elementary work collaboratively to support the growth of all our students—socially, emotionally, and academically. Over the past year, the School Site Council, along with other community groups such as ELAC, PTC, and parent volunteers, have provided valuable input on areas of need for our students. This input has been instrumental in the school’s participation in the Positive Behavior Interventions and Supports (PBIS) program, which focuses on character development and promoting positive student behavior. Additionally, we have invested in professional development for teachers and supported intervention programs for students needing academic assistance. Our teachers are well-trained in Professional Learning Communities (PLC) and AVID strategies. We hold data team meetings six times a year to provide targeted interventions for students not yet meeting grade-level standards.

In Summary, the following services are funded for the 2024-25 school year:

Positive Behavior Interventions and Supports for Professional Learning  
iReady (computer-based reading and math intervention) and assessment for 3rd, 4th, and 5th grade students  
ESGI for grades K-1

## Fiscal Year 2023-24 Types of Services Funded

AVID teaching strategies (Advancement Via Individual Determination)  
 Supplemental Curriculum for Intervention  
 Tier II Intervention  
 TOSA (Teacher on Special Assignment) and TOSA Instructional Assistant to focus on MTSS (Multi-Tiered System of Supports)

2024-25 Professional Learning focusing on:  
 Effective Math Block  
 Benchmark Curriculum  
 Minimizing Challenging Behavior  
 Restorative Practices

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$51,032	\$58,553
<b>Mid-Range Teacher Salary</b>	\$99,594	\$93,924
<b>Highest Teacher Salary</b>	\$115,955	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$135,935	\$149,898
<b>Average Principal Salary (Middle)</b>	\$158,377	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$265,000	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	41%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Vencil Brown are included as follows:  
 Various professional development programs offered through staff meetings and site professional learning days, attending conferences, individual mentoring and collaboration through grade level Professional Learning Community activities. Teachers are supported by the collection of student performance data, teacher observation and coaching, and teacher-principal meetings. Since teachers know their students needs the best, teachers often request specific areas for professional development at the site level. During the past year, teachers have received training in: Professional Learning Communities, Essential Standards for ELA and Math, Integrated ELD, Tier 1 Small Math Groups, Math Problem Solving, Mathematical Practices, Positive Behavior Interventions and Supports (PBIS) and AVID ( Advancement Via Individual Determination) best practices for instruction, minimizing challenging behavior and Restorative Practices.

## Professional Development

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7