Vencil Brown 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.

2025-26 School Contact Information

School Name	Vencil Brown Elementary School
Street	250 Trestle Drive
City, State, Zip	Roseville
Phone Number	(916) 771-1710
Principal	Andrea Samodurov
Email Address	ASamodurov@rcsdk8.org
School Website	https://brown.rcsdk8.org
Grade Span	K-5
County-District-School (CDS) Code	3166910-611959

2025-26 District Contact Information

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

2025-26 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.

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

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	47
Grade 2	55
Grade 3	51
Grade 4	71
Grade 5	62
Total Enrollment	343

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
Asian	7.9
Black or African American	2.6
Filipino	3.2
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	12.2
White	49.6
English Learners	9.6
Foster Youth	1.2
Homeless	1.7
Socioeconomically Disadvantaged	41.7
Students with Disabilities	21.9

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)	19	93.48	517.1	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4.3	0.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	4.9	16.3	2.96	11953.1	4.28
Unknown/Incomplete/NA	0.3	1.62	14.4	2.61	15831.9	5.67
Total Teaching Positions	20.4	100	553.3	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)	19	98.3	510.7	93.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.18	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	6.5	1.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	15.3	2.81	11746.9	4.23
Unknown/Incomplete/NA	0.3	1.7	11.3	2.08	14303.8	5.15
Total Teaching Positions	19.3	100	544.9	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)	16.6	97.09	527.4	93.77	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.24	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.3	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	14.1	2.51	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.91	12.2	2.18	13705.8	4.91
Total Teaching Positions	17.1	100	562.5	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	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	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

Roseville City Elementary held a public hearing on September 25, 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 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 2025

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	Benchmark Advance 2024	0
Mathematics	Houghton Mifflin - Harcourt Expressions 2015	0
Science	Discovery Education 2020	0
History-Social Science	TCI Social Studies Alive 2025	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

School Facility Conditions and Planned Improvements

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	11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some areas of asphalt are sinking and failing, which requires full removal and replacement.

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)	57	54	56	58	47	48
Mathematics (grades 3-8 and 11)	53	49	49	51	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	190	185	97.37	2.63	54.05
Female	94	89	94.68	5.32	57.30
Male	96	96	100.00	0.00	51.04
American Indian or Alaska Native	0	0	0	0	0
Asian	15	13	86.67	13.33	61.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	43.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	56.52
White	98	95	96.94	3.06	55.79
English Learners	24	20	83.33	16.67	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	85	95.51	4.49	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	53	98.15	1.85	26.42

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	190	189	99.47	0.53	49.21
Female	94	93	98.94	1.06	49.46
Male	96	96	100.00	0.00	48.96
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	56.52
White	98	97	98.98	1.02	52.58
English Learners	24	24	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	89	100.00	0.00	39.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	53	98.15	1.85	18.87

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)	55.56	42.62	43.48	43.52	30.73	32.33

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	63	62	98.41	1.59	41.94
Female	25	24	96.00	4.00	45.83
Male	38	38	100.00	0.00	39.47
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	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	36.36
White	29	28	96.55	3.45	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00	0.00	39.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	22.22

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	98%	98%	98%	98%	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

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's Ukulele Club, and fundraising campaigns. Please contact our school's office at (916) 771-1710 to learn more about opportunities for parent involvement.

Our Parent Teacher Club (PTC) is a vital part of Brown's success and meets on 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 and a Jog-a-thon. These fundraising efforts support the purchase of intervention materials, technology, PBIS rewards, and supplemental school materials. In addition to these fundraising efforts, Brown's PTC and staff support no-cost events, such as Movie Nights and the Fall Festival, designed to strengthen the Brown community and give families a chance to connect 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 receiving weekly messages and updates, which are also sent via ParentSquare. This includes our school's weekly newsletter, The Grizzly Gazette, as well as emails and text messages to keep parents informed about school activities. Parents can also check their child's teacher's websites and emails for information on homework assignments, classroom activities, upcoming events, and staff contact information.

At Brown Elementary, we firmly believe that the partnership between families and the school is crucial to student success, and parent involvement is a vital component of this partnership. All parents are welcome 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 school community!

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	372	366	35	9.6
Female	187	185	16	8.6
Male	185	181	19	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	35	6	17.1
Black or African American	--	--	--	--
Filipino	12	12	2	16.7
Hispanic or Latino	91	89	11	12.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	43	3	7.0
White	176	176	12	6.8
English Learners	51	47	11	23.4
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	168	164	25	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	100	99	9	9.1

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	0.77	0.81	1.68	2.51	2.04	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	0.01	0.02	0.08	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	0.81	0.00
Female	0.00	0.00
Male	1.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.56	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.00	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

The safety and well-being of students and staff are top priorities at Vencil Brown Elementary. Results from the Spring School Survey indicate that a strong majority of parents feel confident in our efforts to maintain a safe learning environment—90% of parents agreed that "My child feels safe at school," 7% were neutral, and 3% disagreed. These results reflect our ongoing commitment to maintaining a positive, secure, and supportive school climate.

Brown School follows the Roseville City School District's Comprehensive School Safety and Crisis Response Plan, which provides detailed procedures to follow in the event of an emergency. This districtwide plan includes protocols for a wide range of potential incidents, such as natural disasters, structural fires, environmental health issues, accidents, and intruder situations. The plan also outlines procedures for communication, coordination with local emergency services, and student reunification following an incident.

At the site level, Brown School maintains its own School Safety Plan, which includes clearly defined procedures for evacuation (fire), lockdown, secure, and shelter. Drills are conducted monthly to ensure that students and staff are familiar with emergency routines and can respond quickly and safely.

All staff members are assigned specific emergency roles and receive annual training to ensure they can act efficiently in coordination with each other and with local police, fire, and emergency personnel. These trainings help reinforce preparedness, communication, and leadership during potential emergencies.

The 2025–2026 School Safety Plan was reviewed with all staff during the October 2025 staff meeting. Following this, the Safety Team met on November 4, 2025, to review the feedback and make any necessary adjustments. The safety plan was approved on 11/4/ 25 and will be submitted for final approval by the board in February 2026. Copies of the finalized plan will be available in the school office for staff and parents to review upon request.

Parents play a vital role in shaping and improving our School Safety Plan through active participation in the School Site Council. This council provides a structured forum where parents can review the plan, ask questions, and offer valuable suggestions. In addition, school staff receive annual training on safety protocols to ensure that everyone on campus understands their roles and responsibilities during an emergency. After each drill, staff members share feedback based on their observations, which is used to refine procedures and enhance future training. This ongoing, collaborative process helps foster a strong culture of safety and preparedness throughout our school community. Through proactive planning, consistent practice, and strong community partnerships, Brown School continues to foster a safe and supportive environment where all students can thrive academically and emotionally.

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
K	26	0	15	0
1	26	0	14	0
2	23	0	21	0
3	13	31	0	0
4	19	10	14	0
5	17	12	14	0
6	0	0	0	0
Other	6	2	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
K	24	0	14	0
1	26	0	14	0
2	16	7	14	0
3	19	5	17	0
4	21	5	14	0
5	22	6	13	0
6	0	0	0	0
Other	7	2	0	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
K	19	14		
1	24		14	
2	19	6	14	
3	18	6	14	
4	25	6		7
5	22	6	14	
Other	13	2	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.4

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	$16,229	$5,794	$10,435	$139,029
District	N/A	N/A	$10,575	$131,673
Percent Difference - School Site and District	N/A	N/A	-1.3	34.8
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-3.2	36.3

Fiscal Year 2024-25 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, has 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 2024-2025 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
AVID teaching strategies (Advancement Via Individual Determination)
Supplemental Curriculum for Intervention
Tier II Intervention

Professional Learning focusing on:
Student Engagement
Benchmark Curriculum
Minimizing Challenging Behavior
Restorative Practices

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	$53,584	$61,597
Mid-Range Teacher Salary	$104,574	$98,902
Highest Teacher Salary	$121,753	$126,340
Average Principal Salary (Elementary)	$138,129	$158,383
Average Principal Salary (Middle)	$162,430	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$275,600	$288,332
Percent of Budget for Teacher Salaries	39.17%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

Professional Development

In alignment with the Roseville City School District's board goals, the Professional Development Advisory Committee (PDAC) developed a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers who align with this plan during our professional development days. Staff take part in four districtwide professional development days that include both district-led and site-based sessions focused on each school's specific goals.
Other areas of professional development at Vencil Brown are included as follows:
Various professional development programs are offered through staff meetings and site professional learning days, attending conferences, individual mentoring, and collaboration through grade-level Professional Learning Community activities. The collection of student performance data, teacher observation and coaching, and teacher-principal meetings supports teachers. Since teachers know their students' needs 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.

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	7	7	4