

Vencil Brown Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Vencil Brown Elementary School
Street	250 Trestle Dr.
City, State, Zip	Roseville, CA 95678
Phone Number	(916) 771-1710
Principal	Pamela Kissick
E-mail Address	PKissick@rcsdk8.org
Web Site	www.rcsdk8.org
CDS Code	3166910-611959

District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
E-mail Address	DGarcia@rcsdk8.org
Web Site	www.rcsdk8.org

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

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 nineteen 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 are recognized. The curriculum is academically challenging and includes a strong emphasis on community building and development of personal responsibility. Collaboration between school and home is well developed and ongoing.

The Mission of Vencil Brown Elementary School is to provide a safe and effective learning environment for all students, while addressing their unique academic, social and emotional needs.

The Vision of Vencil Brown Elementary School is to be a collaborative community of staff, students, and parents who are:

- focused on lifelong learning
- goal oriented and success driven
- committed to high standards of academic achievement

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	52
Grade 2	53
Grade 3	75
Grade 4	68
Grade 5	63
Total Enrollment	419

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	10.7
Filipino	3.1
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	1
White	58.7
Two or More Races	3.8
Socioeconomically Disadvantaged	13.4
English Learners	9.1
Students with Disabilities	7.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	19	18	470
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 2017 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	Science MacMillan/ McGraw Hill 2008	Yes	0
History-Social Science	History/Social Science Pearson Scott Foresman 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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: Good

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 still maintains its own program and parcels out funds for repairs according to school need.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Flooring replacement in Room 17
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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		Primary playground equipment needs replacement, and Library wing roof needs repairs. The whole school needs an updated paint job.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	60	62	63	63	48	48
Mathematics (grades 3-8 and 11)	61	61	53	51	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	205	97.16	61.95
Male	101	96	95.05	52.08
Female	110	109	99.09	70.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.33	35.71
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3	52.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	123	97.62	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	34	94.44	52.94
English Learners	22	19	86.36	31.58
Students with Disabilities	33	30	90.91	30

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	206	97.63	60.98
Male	101	98	97.03	54.08
Female	110	108	98.18	67.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	40
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3	44.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	123	97.62	65.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	55.88
English Learners	22	21	95.45	35
Students with Disabilities	33	30	90.91	36.67

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	64	64	73	73	60	56

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1	16.7	53

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The staff and students of Vencil Brown Elementary are grateful to the hundreds of parents who volunteer and/or coordinate activities on our campus. Parents are encouraged to play active roles in the education of students at Vencil Brown through involvement as classroom volunteers, Parent Teacher Club (PTC) members, Site Council members, English Language Advisory Committee (ELAC) members, members of the Positive Behavior Intervention and Supports (PBIS) committee, Art Docents, Science Docents, field trip guides, and through leadership of extra-curricular activities such as assisting with the school musical, Vencil Brown Choir and fund raising campaigns.

Our Parent Teacher Club (PTC) is a vital part of Brown's success and meets the second Tuesday of each month at 6:30 p.m. in the Brown staff room. The PTC coordinates parent volunteer opportunities for annual events such as the Fall Festival, Cookie Dough Fundraiser and the Jog-a-thon. These fundraisers support our additional technology purchases such as chrome books and installation of document cameras and Apple TVs in classrooms. They have been able to raise approximately \$10,000 per year. In addition, Brown's PTC and the school staff support no cost events such as the annual pancake breakfast and bi-monthly movie nights to help build the Brown community and allow families to get to know each other and the staff.

Over 90% of parents participate in Back-to-School Night, parent/teacher conferences, and Open House. Many parents call the Brown School Information Hotline (771-1715) or check teachers websites or emails for information about homework assignments, classroom activities, upcoming events, and to contact staff. Additionally, a bi-weekly school newsletter, "The Grizzly Times" is sent home via email, with a hard copy being sent home for families without internet capabilities. This newsletter helps keep parents apprised of upcoming school events, opportunities for involvement, positive recognition of students and regularly scheduled meetings. The Brown staff also uses the school messenger system which sends home messages via email, voice mail and text to keep parents aware of school events and activities. The staff, students and community at Brown Elementary School are committed to the belief that the partnership between families and the school is instrumental to student success and that parent involvement on our campus is an essential piece of this partnership. All parents are welcomed and encouraged to participate and be involved at our school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7	1.4	1.3	3.0	2.7	3.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Over 95% of parents responding to our 2016-2017 Parent Survey agreed, "Brown School provides a safe and orderly environment for learning." Safety drills which can include fire drills, intruder drills or lock down drills occur on a monthly basis. The safety plan was most recently reviewed with the Brown staff in January of 2018 and with the Brown Site Council in January of 2018.

Key Elements of the Brown Safety Plan include procedures for lock down drills, fire drills, and evacuation 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. Staff have 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.

Vencil Brown's safety plan is reviewed and updated by March 1st of each school year.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	4			25		5		22	2	18	
1	20	2	1		21	2	2		26		12	
2	30		2		24		6		25		12	
3	28		2		22		6		20	6	18	
4	27		2		28		4		32		12	
5	31		3		24	2	4		30		12	
Other	10	1							7	6		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0.5	N/A
Other	1.1	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,708	\$2,550	\$7,158	\$90,365
District	N/A	N/A	\$6,	\$80,553
Percent Difference: School Site and District	N/A	N/A	119200.0	12.2
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	8.9	15.3

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

Types of Services Funded (Fiscal Year 2016-17)

The staff and parents at Vencil Brown support the growth of all of our students, socially, emotionally and academically. Over the course of the past year, the School Site Council and other stakeholder groups such as ELAC, PTC and parent volunteers, have given input to the school regarding areas of need for their children. This has assisted with the school's participation in PBIS (Positive Behavior Interventions and Supports) to assist with character development and increasing good behavior of our students and training for teachers, as well as supporting intervention programs for students with academic needs. The teachers are highly trained to assist with teaching students who are not up to grade level standards and the community supports the school by approving purchases of intervention programs, additional supportive technology and materials which benefit our students and help promote success for all. In Summary, the types of services funded for the 16-17 school year were:

Positive Behavior Interventions and Supports training
 Lexia (computer based reading intervention)
 I Ready (computer based reading and math intervention)
 AVID teaching strategies (Advancement Via Individual Determination)

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,775	\$48,678
Mid-Range Teacher Salary	\$81,529	\$78,254
Highest Teacher Salary	\$94,924	\$96,372
Average Principal Salary (Elementary)	\$110,722	\$122,364
Average Principal Salary (Middle)	\$125,320	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$197,499	\$212,818
Percent of Budget for Teacher Salaries	45%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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 after school workshops, attending conferences, individual mentoring and collaboration through grade level Professional Learning Community activities. Teachers are supported by the collection of student performance data which is analyzed each trimester or more often, 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: Lexia, a computer based reading intervention program, use and implementation of the new English Language Arts curriculum called Benchmark, administering and interpreting I-Ready diagnostic tests in both ELA and Mathematics, use of Google classrooms, use of classroom technology using chrome books, and Positive Behavior Interventions and Supports (PBIS).