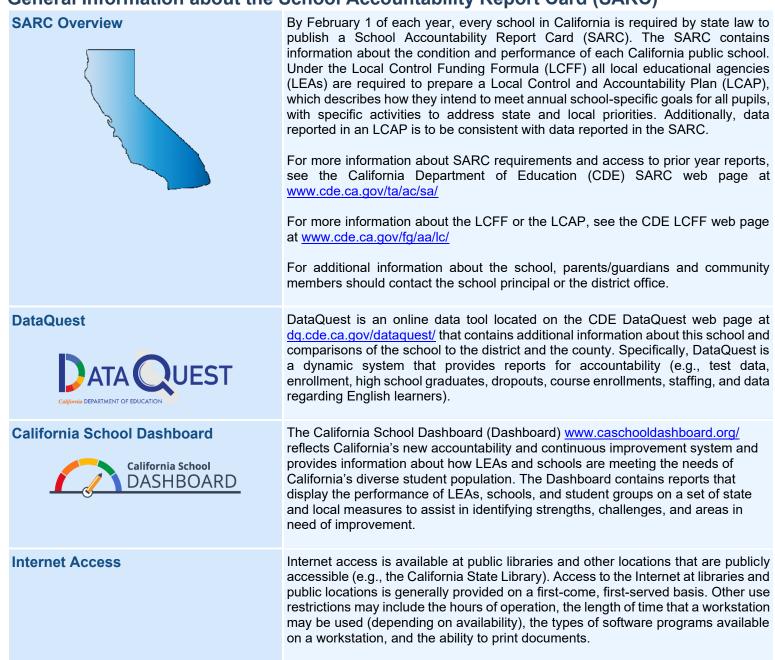# Vencil Brown Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

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 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.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	65
Grade 2	59
Grade 3	62
Grade 4	65
Grade 5	53
Total Enrollment	355

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
Asian	8.5
Black or African American	4.5
Filipino	3.7
Hispanic or Latino	23.7
Two or More Races	9.3
White	50.4
English Learners	10.7
Foster Youth	0.8
Homeless	1.1
Socioeconomically Disadvantaged	25.9
Students with Disabilities	16.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 9, 2021 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 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2016	Yes	0
Mathematics	Houghton Mifflin - Expressions 2015	Yes	0
Science	Discovery Education 2020	Yes	0
History-Social Science	Pearson Scott Foresman 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

Year and month of the most recent FIT report	12/2021

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			seal and stripe all asphalt

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	13	6.88	93.12	0
Female	90	2	2.22	97.78	--
Male	99	11	11.11	88.89	0
American Indian or Alaska Native	0	0	0	0	0
Asian	22	1	4.55	95.45	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	6	13.04	86.96	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	95	4	4.21	95.79	--
English Learners	23	1	4.35	95.65	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	4	7.84	92.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	13	31.71	68.29	0

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	13	6.88	93.12	0.00
Female	90	2	2.22	97.78	--
Male	99	11	11.11	88.89	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	22	1	4.55	95.45	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	6	13.04	86.96	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	95	4	4.21	95.79	--
English Learners	23	1	4.35	95.65	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	4	7.84	92.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	13	31.71	68.29	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	190	145	76.32	23.68	61.38
Female	90	72	80.00	20.00	68.06
Male	100	73	73.00	27.00	54.79
American Indian or Alaska Native	--	--	--	--	--
Asian	22	19	86.36	13.64	42.11

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	34	75.56	24.44	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	97	75	77.32	22.68	66.67
English Learners	23	16	69.57	30.43	31.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	29	64.44	35.56	58.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	29	63.04	36.96	31.03

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	190	143	75.26	24.74	69.93
Female	90	71	78.89	21.11	69.01
Male	100	72	72.00	28.00	70.83
American Indian or Alaska Native	--	--	--	--	--
Asian	22	19	86.36	13.64	52.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	34	75.56	24.44	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	97	73	75.26	24.74	76.71
English Learners	23	16	69.57	30.43	43.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	28	62.22	37.78	50.00
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	46	29	63.04	36.96	37.93

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	21	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

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.

2021-22 Opportunities for Parental Involvement

The staff and students of Vencil Brown Elementary are grateful to the numerous 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 6:00 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. The PTC has 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 Back to School Breakfast 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, weekly messages and updates are sent home via the Power School Messenger system, including email and text to keep parents up to date with school activities. These emails and texts help keep parents apprised of upcoming school events, opportunities for involvement, positive recognition of students and regularly scheduled meetings. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	390	44	11.3
Female	201	198	20	10.1
Male	199	192	24	12.5
American Indian or Alaska Native	0	0	0	0.0
Asian	38	38	4	10.5
Black or African American	19	16	5	31.3
Filipino	15	14	2	14.3
Hispanic or Latino	95	94	8	8.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	33	33	5	15.2
White	200	195	20	10.3
English Learners	48	47	1	2.1
Foster Youth	4	3	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	118	115	20	17.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	74	12	16.2

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.44	0.00	2.44	0.50	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.95	1.15	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Over 97% of parents responding to our 2020-21 Parent Survey agreed, "Brown School provides a safe and orderly environment for learning." Safety 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 August of 2021 and with the Brown Site Council in January of 2021. The safety plan will be reviewed by the safety team in January 2022 .

Key Elements of the Brown Safety Plan include procedures for lockdown 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. 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. Vencil Brown's safety plan is reviewed and updated by January of each school year.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	1	18	
1	25		12	
2	23		18	
3	26		12	
4	20	6	6	
5	25	6	18	
6				
Other	6	6		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		19	1
1	17	12	12	1
2	17	18	12	1
3	21	6	18	1
4	16	12	12	1
5	16	12	12	1
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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		2	
1	21		2	
2	23		2	
3	22		2	
4	31		2	
5	26		2	
6				
Other	22		1	

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$12,229	$4,132	$8,096	$90,270
District	N/A	N/A	$7,557	$87,187
Percent Difference - School Site and District	N/A	N/A	6.9	3.5
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-4.2	5.0

2020-21 Types of Services Funded

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 positive 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 yet at 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 2021-22 school year were:
Positive Behavior Interventions and Supports training
I Ready (computer based reading and math intervention) and assessment for all third, fourth and fifth graders
AVID teaching strategies (Advancement Via Individual Determination)
Supplemental Curriculum for Intervention
After School Math Tutoring

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$45,217	$52,060
Mid-Range Teacher Salary	$88,246	$84,043
Highest Teacher Salary	$102,743	$107,043
Average Principal Salary (Elementary)	$127,087	$133,582
Average Principal Salary (Middle)	$137,638	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$225,264	$240,628
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	6%	5%

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 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: I Ready for Instruction and diagnostic assessment, use of Google classrooms, use of classroom technology using chrome books, and Positive Behavior Interventions and Supports (PBIS) and AVID (Advancement Via Individual Determination) best practices for instruction.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7

Roseville City School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website Address	www.rcsdk8.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7310	76	1.04	98.96	6.58
Female	3538	20	0.57	99.43	10.00
Male	3772	56	1.48	98.52	5.36
American Indian or Alaska Native	33	0	--	100.00	--
Asian	621	9	1.45	98.55	--
Black or African American	196	2	1.02	98.98	--
Filipino	413	16	3.87	96.13	0.00
Hispanic or Latino	1759	14	0.80	99.20	14.29
Native Hawaiian or Pacific Islander	36	1	2.78	97.22	--
Two or More Races	628	8	1.27	98.73	--
White	3624	26	0.72	99.28	11.54
English Learners	542	8	1.48	98.52	--
Foster Youth	30	3	10.00	90.00	--
Homeless	180	2	1.11	98.89	--
Military	80	1	1.25	98.75	--
Socioeconomically Disadvantaged	2042	20	0.98	99.02	15.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	957	76	7.94	92.06	6.58

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7310	75	1.03	98.97	4.00
Female	3538	20	0.57	99.43	5.00
Male	3772	55	1.46	98.54	3.64
American Indian or Alaska Native	33	0	--	100.00	--
Asian	621	9	1.45	98.55	--
Black or African American	196	2	1.02	98.98	--
Filipino	413	16	3.87	96.13	12.50
Hispanic or Latino	1759	14	0.80	99.20	0.00
Native Hawaiian or Pacific Islander	36	1	2.78	97.22	--
Two or More Races	628	7	1.11	98.89	--
White	3624	26	0.72		3.85
English Learners	542	8	1.48	98.52	--
Foster Youth	30	3	10.00	90.00	--
Homeless	180	2	1.11	98.89	--
Military	80	1	1.25	98.75	--
Socioeconomically Disadvantaged	2042	20	0.98	99.02	5.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	957	75	7.84	92.16	4.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.