

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.



Valerie Rogers, Principal

Principal, Browns Valley Elementary

About Our School

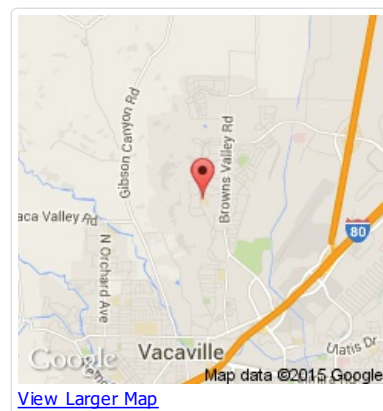
As the principal, I am proud of Browns Valley School and welcome this opportunity to tell you more about us. Our School Accountability Report Card (SARC) is designed to provide you with a snapshot of information about our school program and students. We are fortunate to have a hardworking, dedicated staff, committed to teaching and ensuring that all students have the best learning opportunities. We believe in a student-centered approach, which provides an atmosphere in which students grow in self-esteem, acquire knowledge, and develop qualities, which will contribute to an improved society.

Browns Valley is more than just a school; it is a community. A community that prides itself in shared decision-making, which is built upon input from staff as well as parents. We encourage parents to partner with us in our endeavors to provide the very best learning experience for our children. We welcome visitors on our campus for many different reasons including: Back to School Night parent/teacher conferences, classroom volunteers, and other special events sponsored by the PTO. We are very proud of Browns Valley School!

Contact

333 Wretham Dr.
Vacaville, CA
95688-9290

Phone: 707-453-6205
E-mail: valerier@vacavilleusd.org



Contact Information - Most Recent Year

School	
School Name	Browns Valley Elementary
Street	333 Wretham Dr.
City, State, Zip	Vacaville, Ca, 95688-9290
Phone Number	707-453-6205
Principal	Valerie Rogers, Principal
E-mail Address	valerier@vacavilleusd.org
Web Site	http://brownsvalley.schoolloop.com
County-District-School (CDS) Code	48705736109672

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/23/2015

School Description and Mission Statement (Most Recent Year)

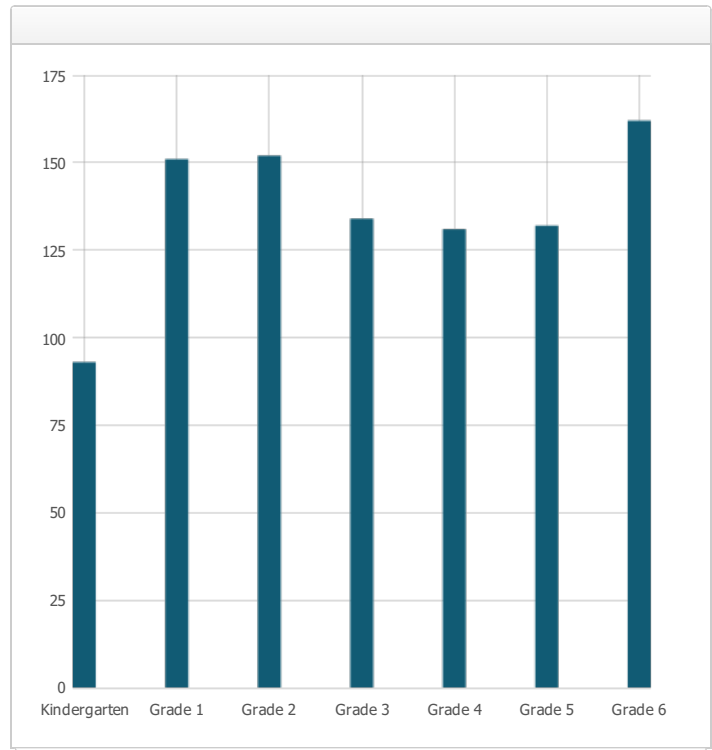
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Last updated: 1/23/2015

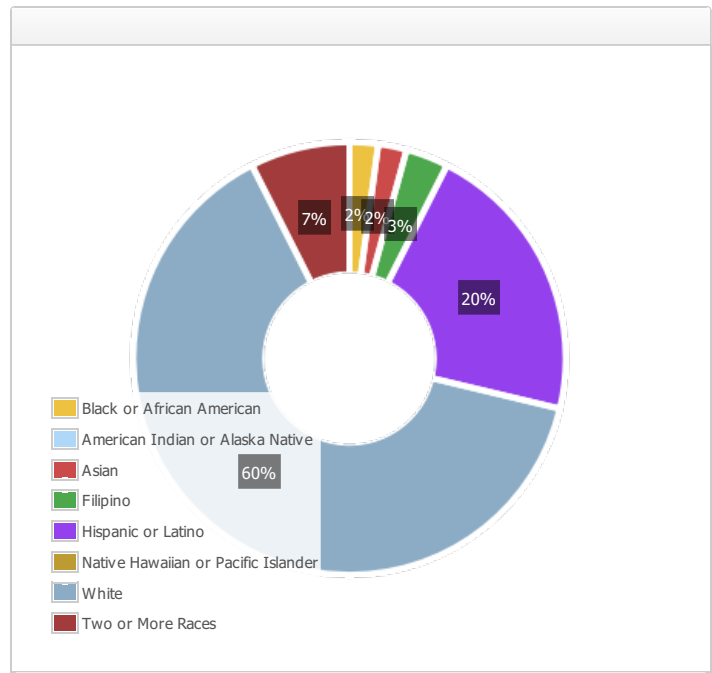
Grade Level	Number of Students
Kindergarten	93
Grade 1	151
Grade 2	152
Grade 3	134
Grade 4	131
Grade 5	132
Grade 6	162
Total Enrollment	955



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.5
Asian	2.9
Filipino	3.7
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.4
White	60.3
Two or More Races	7.7
Socioeconomically Disadvantaged	18.1
English Learners	4.3
Students with Disabilities	6.7



Last updated: 1/23/2015

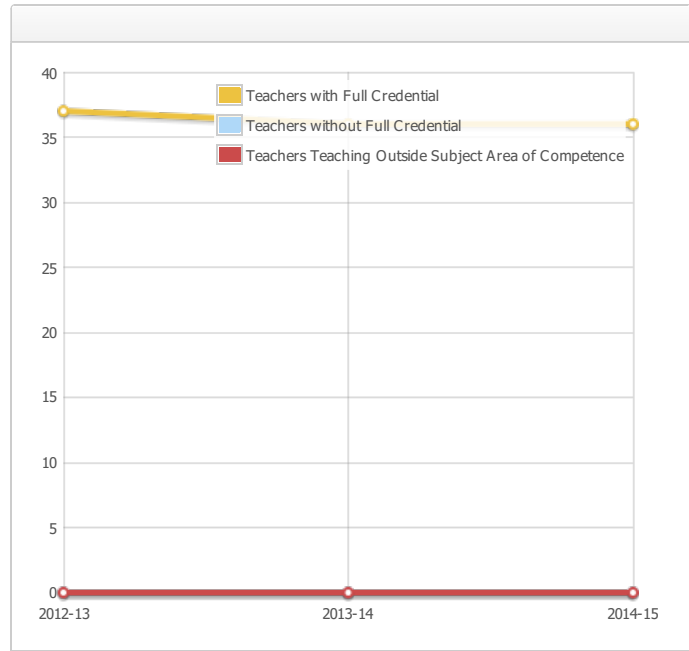
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

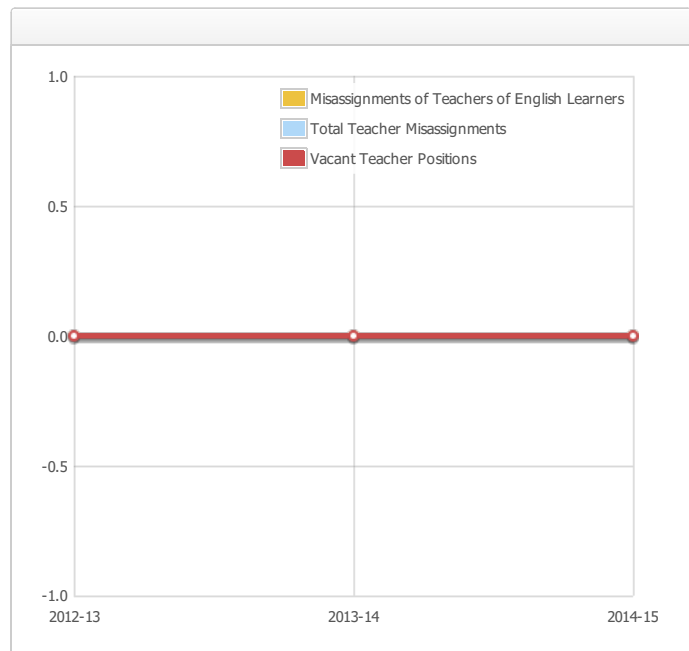
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	37	36	36	506
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/23/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/23/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/23/2015

Summary of Most Recent Site Inspection

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 Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed No repairs are needed.

Corrective Actions Taken or Planned All items identified below have been repaired or is planned to be repaired through our district work order process.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rooms 37-41 check damper/repair.
Interior: Interior Surfaces	Good	Rooms 1-3, Kindergarten – tiles show stains from roof leaks. Floor damage rooms 4-8. Casework repairs needed, wall patch and paint. Room 36 – dry rot. MP room sheet rock damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	MP restrooms not cleaned to district standard.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Office/Nurse’s Office – stained ceiling tiles; Room 14 – stained ceiling tile. Room 21-23 – Ramp landing needs paint. Siding and trim Room 24 are loose. Siding dry rot rooms 30-41 siding dry rot and roof leaks. Room 37 dry rot. Roof leaks room 36
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Missing window screens rooms 26-30.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/27/2015

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	65	70	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/23/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	70
Male	66
Female	73
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	
White	72
Two or More Races	
Socioeconomically Disadvantaged	62
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63%	68%	63%	54%	57%	56%	54%	56%	55%
Mathematics	66%	64%	68%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/23/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	7
Similar Schools	2	3	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/23/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-9	9	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-10	29	7
Native Hawaiian or Pacific Islander			
White	-10	6	-4
Two or More Races			
Socioeconomically Disadvantaged	-10	37	-39
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/23/2015

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.1%	33.1%	26.0%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 1/23/2015

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Browns Valley has the great fortune of a robust group of parent volunteers who participate in numerous activities benefiting our students. Some examples include an inspired Parent, Teacher Organization, limitless classroom volunteerism and collaboration to support help administer any needed supplemental student task including everything from book fairs to vision and hearing assessments.

Monthly, our PTO sponsors fundraising activities including a Triathlon, "Dinner Nights" featuring different local restaurants, and a basket raffle. A favorite at Browns Valley is Field Day. Stations are set up by the PTO and parents supervise each activity for the entire campus over the course of two days.

All information pertaining to PTO is readily available on Browns Valley's website www.brownsvalley.schoolloop.com. Additionally, an information center is conveniently located in the main office.

Parents are always welcome on campus at any time. Staff and administration are accessible via phone message, e-mail or our school website at any time. Our collaborative environment invites suggestions, questions, and concerns. Annually, parents are invited to Back to School Night, held the first week of school. During this night the teachers explain the curriculum, their discipline system, homework policy and other pertinent information the parents need to know to facilitate their student being successful. The priority of this evening is to build a connection to parents that develop relationships that are foundational to their roles as active, collaborative participants in their child/children's education.

State Priority: Pupil Engagement

Last updated: 1/23/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

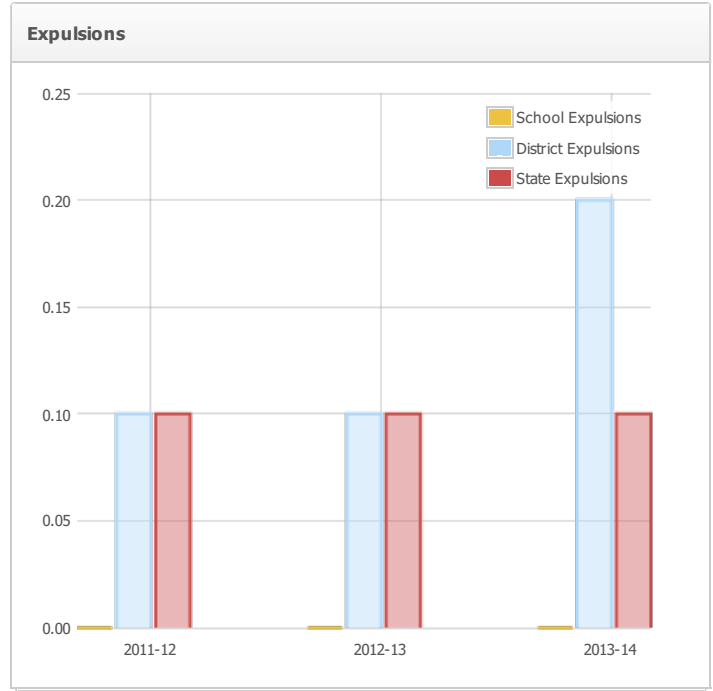
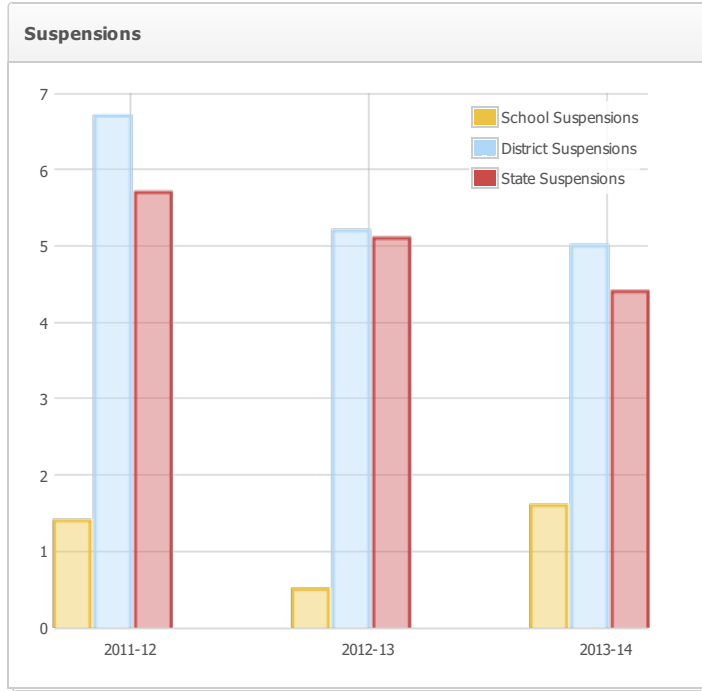
- High school dropout rates; and
- High school graduation rates.

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.40	0.50	1.60	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

Our Safe School Plan is reviewed continually and updated formally annually. Our Site Council and all stakeholders have input. Our local police, school administration, and parent volunteers collaborate to provide a safe student drop-off and pick-up area. Student safety is addressed by emphasizing school rules on a regular basis and a school discipline plan is in place. Campus monitors and all staff supervising the playground wear highly visible vests in order to be easily recognized by students. A comprehensive disaster response plan has been developed and reviewed annually. Routine safety checks of play equipment and facilities are made. Monthly drills include review and de-brief of potential disaster procedures such as fire, intruder on campus and earthquakes. Within each of these drills, each staff member is assigned a role should a disaster occur. Communication is enhanced via walkie-talkies at all times including any emergency.

Last updated: 1/23/2015

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	Yes

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

2011-12		2012-13				2013-14						
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31.8	0	4	0	23.0	1	5		31.0		3	
1	30.3	0	4	0	20.0	3	4		25.0	1	5	
2	29.0	0	5	0	22.0	2	4		25.0	1	5	
3	26.8	1	4	0	24.0	1	4		22.0	1	5	
4	26.7	1	5	0	25.0	1	4		26.0	1	4	
5	30.0	0	5	0	26.0	1	5		26.0	1	3	1
6	22.9	2	4	1	26.0	1	5		23.0	1	6	
Other	0.0	6	0	0								

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

Last updated: 1/23/2015

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,201	\$414	\$3,787	\$67,669
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	32.50%	8.80%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	19.30%	2.40%

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

Last updated: 1/23/2015

Total Unrestricted Expenditures \$3,616,748.44

Instruction \$2,820,846.82

Noon Supervisor \$69,862.29

Supervision of Instruction \$1,149.95

Instructional Media/Library \$40,196.50

School Administration \$394,553.45

Health Services \$16,066.48

Operations \$107,136.42

Operations - Buildings \$166,836.53

Other Plant M & O \$100.00

Total Restricted Expenditures \$395,407.38

Child Nutrition \$131,419.16

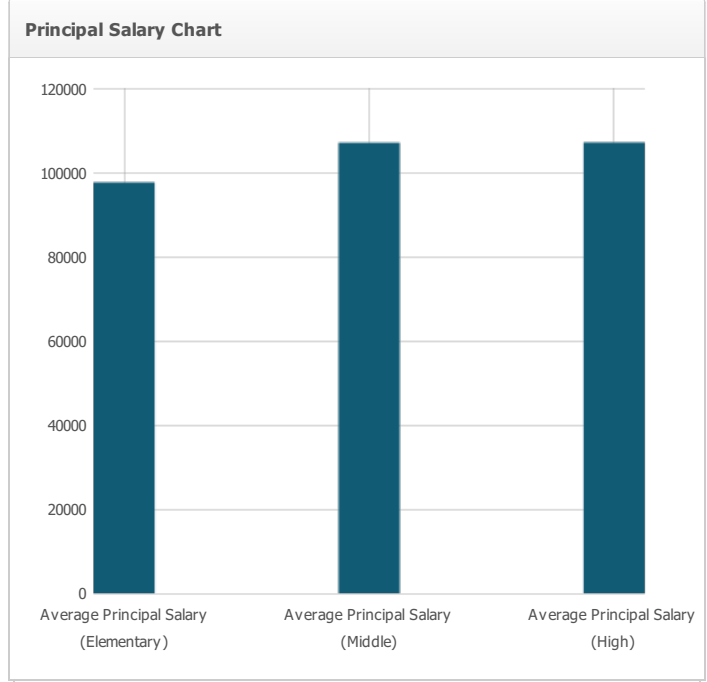
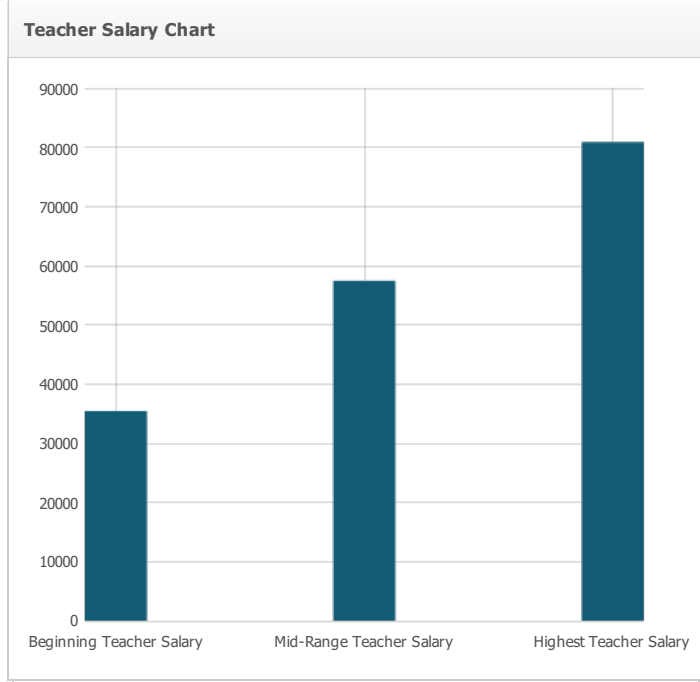
Special Education \$251,709.69

Donations \$12,278.53

Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act are the primary funding sources. BTSA is a two year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about the California State Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium, which provides mentoring, and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. Other areas of professional development include: Accelerated Reader training, technology training, and English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on a plethora of committees including but not limited to Report Card Committees, and Common Core Mathematics/ELA Committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district wide consistency. VUSD Staff Development opportunities are driven by a combination of State Common Core Standards, student achievement data, input from BTSA and staff surveys. Our staff members collaborate across the district to align student-learning objectives with CCSS and prepare for the rigor of their implementation. This year's focus is entrenched in the focus and rigor of Mathematics with early introduction to essentials of Reading and Meaning via ELA CCSS.

All teachers participate in site based professional development via collaborative planning time once/week. This time is utilized to discuss topics related to student achievement. The agenda for these weekly meetings focus on the four essential questions:

- What is it that our students need to learn?

- How will we assess if they have learned the content?

- What will we do to provide extra support for those who have not learned the content?

- What will we do to provide extra support for those who have not learned the content?

- What enrichment can we provide for those who have learned the content?

We continue to build upon strategies that are effective and embed those practices across the curriculum to meet all learners' needs and take them where they can go. Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements, such as: Attendance programs, Aeries (student information system), Accelerated Reader and Outlook Operational Updates. Professional development opportunities take place on release time, during the summer, after school, evenings and weekends. Sites may use decentralized funds for professional development specific to their site as part of their single plan.

Last updated: 1/23/2015