Browns Valley Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

Lynn Benevides, Principal

📍 Principal, Browns Valley Elementary

About Our School

Browns Valley Elementary School is a high performing elementary school of approximately 800 students. The school is in the Vacaville Unified School District and is in the Northeast part of the city. Browns Valley was built in 1991 and is one of ten elementary schools in Vacaville. It has been recognized as a California Distinguished School and it upholds its reputation as a high performing school. When Browns Valley Elementary School was built, it was in collaboration with the City of Vacaville Parks and Recreation, thereby building a park adjoining the school property. The City of Vacaville operated a TGIF program housed at a facility adjacent to the school site. TGIF offers before and after-school programming for many of the students at Browns Valley.

Browns Valley Elementary School is known for its high academic standards, high student attendance rates, diverse population and programs, and a caring motivated staff that focuses on the whole child. We take pride in our schools' strong communication and collaboration that involves all members of our learning community. Learning is supported through technology and enrichment opportunities that are available to support all learners. Browns Valley has recently developed a student leadership program focusing on the school climate for all members of the school community. We continue to focus on Growth Mindset and the power of "Yet" for all students and staff as a means to improve perseverance through learning. When School Climate and Growth Mindset are combined, the results are seen campus wide.

Contact

Browns Valley Elementary
333 Wrentham Dr.
Vacaville, CA 95688-9290

Phone: 707-453-6205
Email: lynnb@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Browns Valley Elementary
Street	333 Wrentham Dr.
City, State, Zip	Vacaville, Ca, 95688-9290
Phone Number	707-453-6205
Principal	Lynn Benevides, Principal
Email Address	lynnb@vacavilleusd.org
Website	http://brownsvalley.schoolloop.com/
County-District-School (CDS) Code	48705736109672

Last updated: 1/16/2020

School Description and Mission Statement (School Year 2019—20)

The mission of Browns Valley Elementary School, in partnership with parents, staff, and community, is to challenge all students to reach their greatest academic and social potential, to develop a passion for lifelong learning, to become responsible citizens, and to ensure a successful transition to middle school. This mission will be accomplished by providing rigorous curriculum delivered by dedicated staff, using a variety of research based teaching methods in a safe and well maintained environment.

Our vision is defined by students that attain their aspirations as a direct result of rigorous academic standards. A collaborative and cohesive staff, parents and community create a safe environment that has clear expectations established, and honors and values academic goals. These goals are built upon a mutual respect for gender, ethnicity, cultural, and religious backgrounds of all.

Goal #1: By June of 2020, a multi-tiered system of supports will have 100% implementation, as shown by programs and strategies used school-wide.
Goal #2: By June 2020, the number of students at or above grade level in math will increase by 3% using Universal Screening Results and CAASPP.
Goal #3: By June of 2020, enhancing the school climate by increasing student and family participation by 20% through increased number of organizations and enrichment opportunities for the school community.
Goal #4: By June 2020, student achievement in Kindergarten through Second grade will increase by 3% in reading proficiency, as shown by results of the diagnostic reading assessment (DRA).

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	105
Grade 2	106
Grade 3	121
Grade 4	133
Grade 5	109
Grade 6	120
Total Enrollment	789
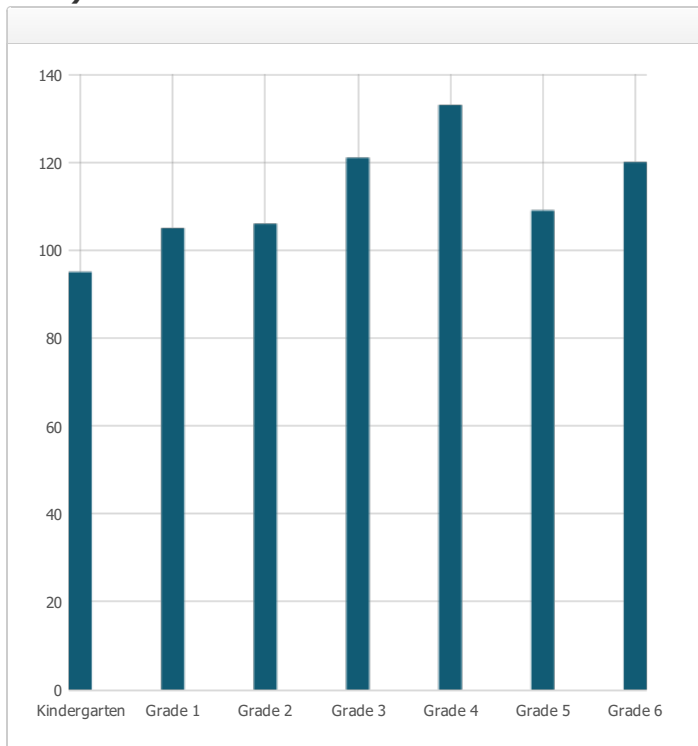
Last updated: 1/13/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.50 %
American Indian or Alaska Native	0.40 %
Asian	3.80 %
Filipino	4.10 %
Hispanic or Latino	25.70 %
Native Hawaiian or Pacific Islander	%
White	54.10 %
Two or More Races	10.40 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.60 %
English Learners	4.30 %
Students with Disabilities	10.90 %
Foster Youth	0.30 %
Homeless	0.10 %

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	37	39	35	583
Without Full Credential	1	0	1	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14

Teachers with Full Credential
Teachers without Full Credential
Teachers Teaching Outside Subject Area of Competence
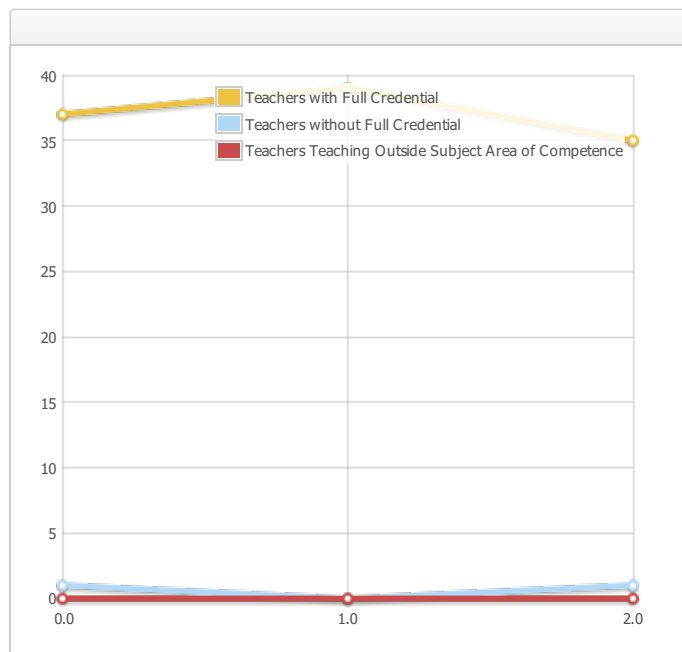
Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Misassignments of Teachers of English Learners
Total Teacher Misassignments*
Vacant Teacher Positions
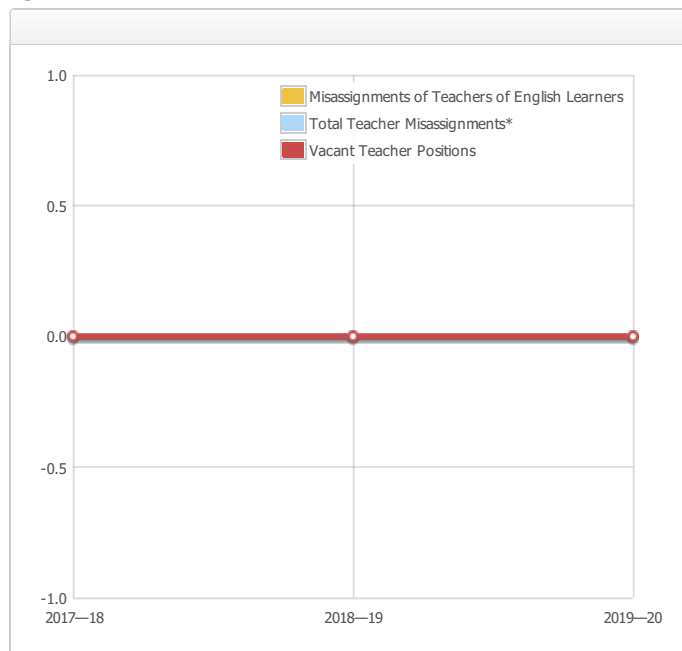
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GR K-2: California Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin GR 1-6: Go Math! CA, Houghton Mifflin	Yes	0.00 %
Science	GR K-6: California Science, MacMillan/McGraw-Hill	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA, Houghton Mifflin GR 6: Ancient Civilizations, Glencoe	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/13/2020

School Facility Conditions and Planned Improvements

- Browns Valley Elementary School is being maintained in good repair and in a clean and neat manner.

- Browns Valley receives ongoing preventive maintenance, activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/22/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	98.20% Exhaust fans have been repaired. Vent cover has been replaced.
Interior: Interior Surfaces	Poor	50.00% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Restroom stall door to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	97.44% Items stored too high have been removed. Insects abated.
Electrical: Electrical	Fair	79.73% Blocked electrical panels cleared, light panels replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	94.45% Faucet flow rate increased. Faucet spray issue resolved
Safety: Fire Safety, Hazardous Materials	Good	89.75% Peeling paint issues have been repaired and repainted.
Structural: Structural Damage, Roofs	Good	97.30% Tripping hazards have been temporarily abated. Permanent repairs to be completed summer 2020.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	94.87% Missing window screens have been replaced.

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair

Last updated: 1/16/2020

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	58.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	47.0%	43.0%	39.0%	38.0%	38.0%	39.0%

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.

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

Last updated: 1/16/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	467	99.57%	0.43%	57.82%
Male	238	236	99.16%	0.84%	49.15%
Female	231	231	100.00%	0.00%	66.67%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	18	18	100.00%	0.00%	72.22%
Filipino	19	19	100.00%	0.00%	73.68%
Hispanic or Latino	124	124	100.00%	0.00%	43.55%
Native Hawaiian or Pacific Islander					
White	243	241	99.18%	0.82%	61.41%
Two or More Races	56	56	100.00%	0.00%	71.43%
Socioeconomically Disadvantaged	119	119	100.00%	0.00%	43.70%
English Learners	39	39	100.00%	0.00%	28.21%
Students with Disabilities	54	54	100.00%	0.00%	7.41%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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.

Last updated: 1/16/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	467	99.57%	0.43%	43.25%
Male	238	236	99.16%	0.84%	40.68%
Female	231	231	100.00%	0.00%	45.89%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	18	18	100.00%	0.00%	38.89%
Filipino	19	19	100.00%	0.00%	47.37%
Hispanic or Latino	124	124	100.00%	0.00%	30.65%
Native Hawaiian or Pacific Islander					
White	243	241	99.18%	0.82%	50.21%
Two or More Races	56	56	100.00%	0.00%	46.43%
Socioeconomically Disadvantaged	119	119	100.00%	0.00%	25.21%
English Learners	39	39	100.00%	0.00%	15.38%
Students with Disabilities	54	54	100.00%	0.00%	9.26%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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.

Last updated: 1/16/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/16/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

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

California Physical Fitness Test Results (School Year 2018—19)

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
5	16.00%	23.60%	34.90%

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

Last updated: 1/22/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

Browns Valley has a robust group of parent volunteers who participate in numerous activities benefiting students. Some examples include our active PTO (Parent/Teacher Organization), limitless classroom volunteerism, and collaboration to support students and teachers in a variety of ways. Parents also play a large part in decision making through School Site Council, ELAC (English Language Advisory Committee), and attending Coffee with the Principal. Browns Valley has implemented many family nights for parents to attend with their student and participate in activities such as, ELA (English Language Arts) and Math family nights, STEM night (Science, Technology, Engineering, and Mathematics), Muffins with Moms, Doughnuts with Dad, Holiday Breakfast, and Reading on the Lawn to name a few.

State Priority: Pupil Engagement

Last updated: 1/22/2020

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

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

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.50%	0.80%	1.30%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/22/2020

School Safety Plan (School Year 2019—20)

The Browns Valley Safety Plan is reviewed continually and updated formally each year. Our School Site Council and all stakeholders have input throughout the process of creating this document. Our local police, fire department, school administration, staff, and parent volunteers collaborate to provide a safe 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 utilizing the work of our PBIS (Positive Behavior Intervention and Supports) and MTSS (Multi-Tiered System of Supports) team. Student monitors and all staff supervising the playground wear bright yellow or orange vests in order to be easily recognizable and carry radios for communication. A comprehensive disaster response plan has been developed and reviewed annually. Routine safety checks of play equipment and facilities are made. Monthly drills include a review and debrief of potential disaster procedures and each staff member is assigned a role in the event of a true disaster. Our campus is a closed campus with a locked perimeter gate and classroom doors that remain locked during school hours. Our School Safety Plan was reviewed by our Leadership Team on January 7, 2020, presented at a PTO meeting on January 14, 2020, and to the School Site Council on January 16, 2020.

Last updated: 1/22/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		4	
1	26.00		4	
2	23.00		6	
3	23.00		5	
4	29.00		4	
5	25.00	1	5	
6	29.00	1	4	
Other**	8.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		4	
1	25.00		4	
2	23.00		5	
3	26.00		5	
4	28.00		4	
5	29.00		4	
6	28.00	1	5	
Other**	9.00	3		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		4	
1	26.00		4	
2	25.00		4	
3	21.00	1	5	
4	26.00		5	
5	26.00		4	
6	27.00		4	
Other**	10.00	3		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.
**Average Number of Pupils per Counselor

Last updated: 1/22/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.88
Psychologist	1.00
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	
Other	0.50

*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: 1/22/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5792.14	$301.21	$5490.93	$66263.96
District	N/A	N/A	$6826.73	$68575.09
Percent Difference – School Site and District	N/A	N/A	-24.33%	-3.49%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-26.85%	-23.79%

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

Last updated: 1/24/2020

## Types of Services Funded (Fiscal Year 2018—19)

Object	Unrestricted	Restricted
1000 Certificated Salaries	2,468,204.60	132,039.87
2000 Classified Salaries	432,082.66	16,151.12
3000 Benefits	964,544.77	48,399.57
4000 Materials & Supplies	47,818.79	5,158.75
5000 Operating Expenses & Services	143,618.83	19,817.00
6500 Capital Expenses		5,898.83

Last updated: 1/22/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,815	$51,374
Mid-Range Teacher Salary	$67,786	$80,151
Highest Teacher Salary	$95,445	$100,143
Average Principal Salary (Elementary)	$109,308	$126,896
Average Principal Salary (Middle)	$119,393	$133,668
Average Principal Salary (High)	$124,097	$143,746
Superintendent Salary	$197,672	$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
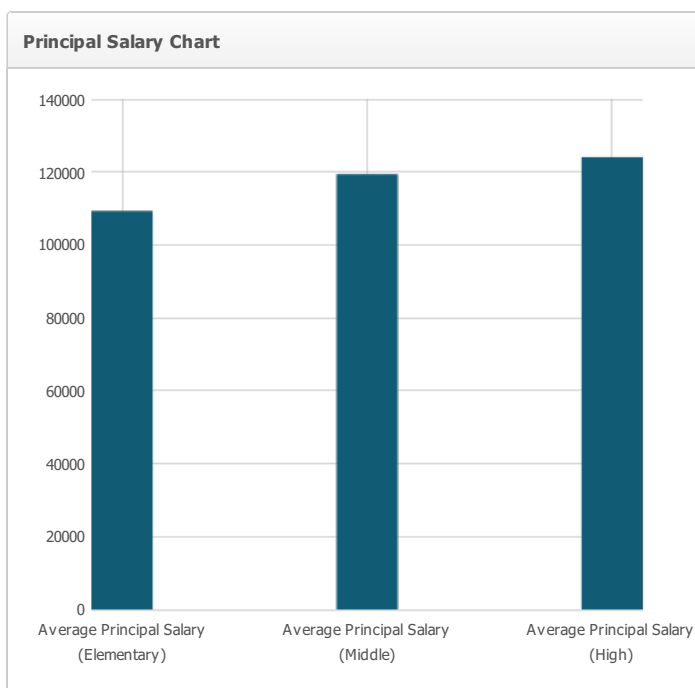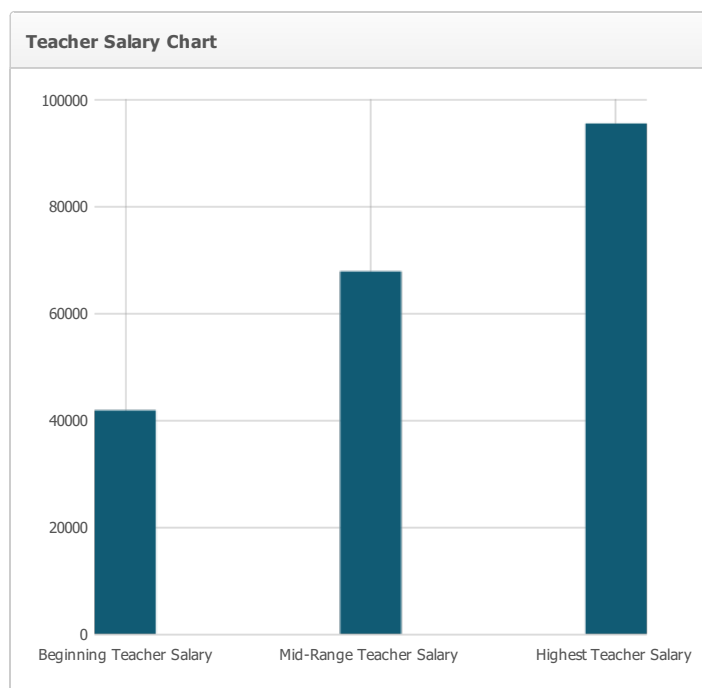
Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5