

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Ruth Brown Elementary School

2014-15
School Accountability Report Card
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Laura Mathews
Principal
lmathews@pvusd.us

241 North Seventh Avenue
Blythe, CA 92225

Grades: K-8
Phone: (760) 922-7164
www.pvusd.us/rbes

CDS Code: 33-67181-6032494

Para español, visita:
www.pvusd.us

SARC



Principal's Message

Our mission statement, "We strive to ensure our students will become proficient in academics, be prepared for further learning, and develop a concept of self-worth in the process of becoming responsible citizens who respect others," proudly reflects our commitment to the community and drives our instructional program. Our school devotes itself to improving our instructional program.

Our teachers and support staff go above and beyond in their efforts to assist the students in achieving academic success. In an effort to achieve student success in reading and language arts, we integrate a multitude of school and classroom activities. We provide a Focus Time to ensure all students have mastered key concepts during the school day. Various teaching strategies such as direct instruction, thinking maps, hands-on lessons, checking for understanding, and the use of technology enable students with differing learning styles and skills to understand critical language arts, math, science and social studies themes.

We continue to move students up the ladder of academic and social success. Through our Professional Learning Communities (PLC) we closely monitor each student's progress toward state academic standard mastery. Knowing that a strong connection between school and home is critical for student success, we welcome parents into our classrooms and encourage them to participate in classroom activities and assist in improving our quality of education and school culture.

Our students, parents, community members and staff work caringly to make Ruth Brown Elementary a safe and friendly environment.

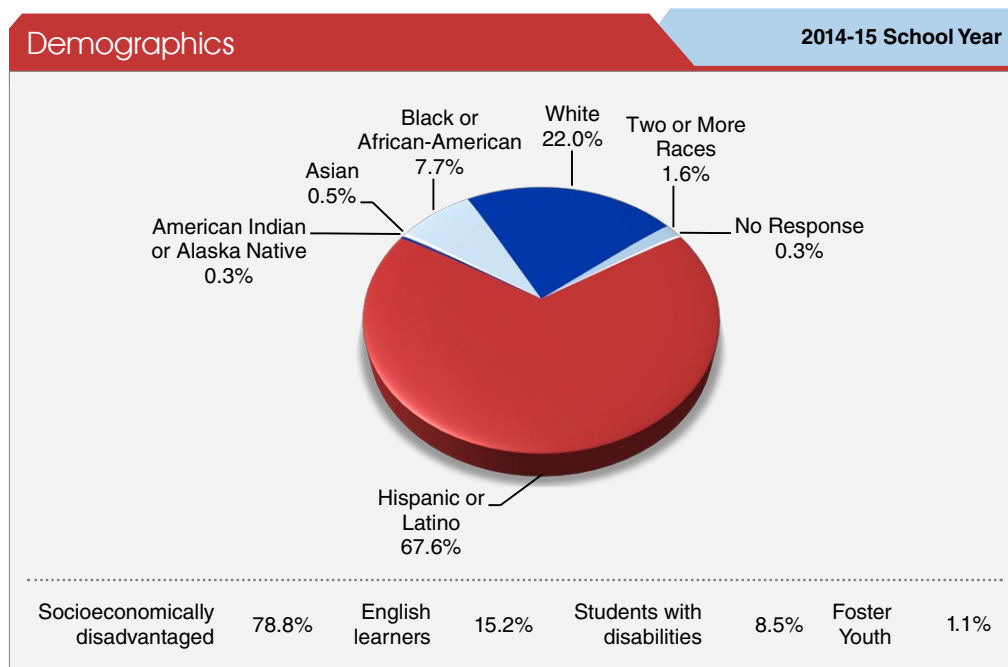
Parental Involvement

Parents and community members are caring and committed individuals who support the education program at Ruth Brown Elementary School. Along with the School Site Council (SSC) and English Learner Advisory Committee (ELAC), board members, community service organizations, and parent volunteers dedicate time to volunteer in the classrooms. Community organizations and area businesses contribute incentive rewards for academic excellence and good citizenship. Parent education classes are also offered on the campus to help guide parents in their effort to improve their child's education and social development. Parents are also encouraged to join our Parent Teacher Club. This group fundraises to provide extra items for the school. They also work to provide activities for student involvement, such as dances, fall festivals and movie nights. The partnerships developed between the school and community volunteers and organizations enhance the experience of all the students at Ruth Brown Elementary.

Parents and students are able to keep updated and informed by viewing our school website at www.pvUSD.us/rbes. Through the Internet, one may access school information such as dress code, playground rules and the school safety plan. Individual teachers have subpages which include classroom activities, homework and curriculum guidelines to better assist parents in their efforts to have their children successful in school. Ruth Brown also uses Illuminate Parent Connection, which allows parents to view grades, attendance and behavior online. For an application to Parent Connection, please call the school. For more information on how to become involved, contact Principal Laura Mathews at (760) 922-7164 or lmathews@pvUSD.us.

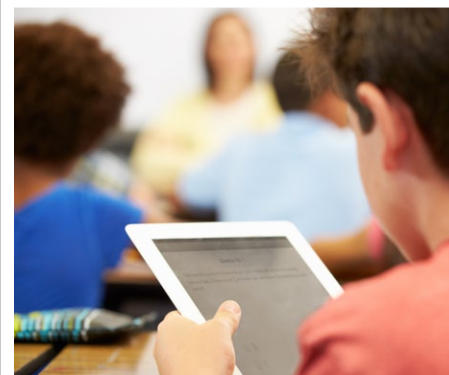
Enrollment by Student Group

The total enrollment at the school was 623 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Board of Trustees

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District Mission Statement

Our mission is to enrich, empower and enhance our students' lives through education.

District Vision Statement

Palo Verde Unified School District will constantly seek to improve its culture of academic excellence. We expect every student to read, write and calculate competently. We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion. We expect every parent, student and teacher to support the mutual quest for excellence. Educational progress can never happen without truth as its foundation, and it is to the wonderful truth of student potential and the challenging truth of student performance that we are unalterably committed.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Ruth Brown ES	Palo Verde USD	California	
Met overall AYP	Yes	No	Yes	
Met participation rate:				
English language arts	Yes	No	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	Yes	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Ruth Brown ES	Palo Verde USD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2004-2005	2007-2008	
Year in Program Improvement	Year 5	Year 3	
Number of Title I schools currently in Program Improvement	6		
Percentage of Title I schools currently in Program Improvement	100.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 5

Four of six standards	23.7%
Five of six standards	15.3%
Six of six standards	11.9%

Grade 7

Four of six standards	13.5%
Five of six standards	12.2%
Six of six standards	13.5%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-6.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Ruth Brown ES			Palo Verde USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	18%	18%	18%	31%	32%	28%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	28%	
All students at the school	18%	
Male	28%	
Female	11%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	17%	
Native Hawaiian or Pacific Islander	❖	
White	30%	
Two or more races	❖	
Socioeconomically disadvantaged	14%	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Ruth Brown ES	Palo Verde USD	California
English language arts/literacy	22%	20%	44%
Mathematics	16%	16%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	94	89	94.7%	51%	25%	16%	9%
Male		50	53.2%	50%	22%	20%	8%
Female		39	41.5%	51%	28%	10%	10%
Black or African-American		6	6.4%	◇	◇	◇	◇
American Indian or Alaska Native		0	0.0%	◇	◇	◇	◇
Asian		0	0.0%	◇	◇	◇	◇
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		65	69.1%	49%	28%	15%	8%
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		12	12.8%	42%	25%	17%	17%
Two or more races		4	4.3%	◇	◇	◇	◇
Socioeconomically disadvantaged		73	77.7%	56%	23%	15%	5%
English learners		19	20.2%	63%	32%	5%	0%
Students with disabilities		10	10.6%	◇	◇	◇	◇
Students receiving Migrant Education services		3	3.2%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	94	90	95.7%	40%	28%	27%	6%
Male		50	53.2%	38%	30%	26%	6%
Female		40	42.6%	43%	25%	28%	5%
Black or African-American		6	6.4%	◇	◇	◇	◇
American Indian or Alaska Native		0	0.0%	◇	◇	◇	◇
Asian		0	0.0%	◇	◇	◇	◇
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		65	69.1%	37%	32%	28%	3%
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		13	13.8%	38%	15%	31%	15%
Two or more races		4	4.3%	◇	◇	◇	◇
Socioeconomically disadvantaged		73	77.7%	45%	26%	23%	5%
English learners		19	20.2%	47%	32%	21%	0%
Students with disabilities		10	10.6%	◇	◇	◇	◇
Students receiving Migrant Education services		3	3.2%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	79	75	94.9%	75%	7%	15%	4%
Male		40	50.6%	78%	5%	15%	3%
Female		35	44.3%	71%	9%	14%	6%
Black or African-American		4	5.1%	✦	✦	✦	✦
American Indian or Alaska Native		0	0.0%	✦	✦	✦	✦
Asian		1	1.3%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		54	68.4%	70%	7%	17%	6%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		16	20.3%	88%	6%	6%	0%
Two or more races		0	0.0%	✦	✦	✦	✦
Socioeconomically disadvantaged		50	63.3%	84%	6%	10%	0%
English learners		9	11.4%	✦	✦	✦	✦
Students with disabilities		6	7.6%	✦	✦	✦	✦
Students receiving Migrant Education services		2	2.5%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	79	75	94.9%	60%	29%	9%	1%
Male		40	50.6%	60%	30%	10%	0%
Female		35	44.3%	60%	29%	9%	3%
Black or African-American		4	5.1%	✦	✦	✦	✦
American Indian or Alaska Native		0	0.0%	✦	✦	✦	✦
Asian		1	1.3%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		54	68.4%	61%	26%	13%	0%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		16	20.3%	50%	50%	0%	0%
Two or more races		0	0.0%	✦	✦	✦	✦
Socioeconomically disadvantaged		50	63.3%	72%	20%	8%	0%
English learners		9	11.4%	✦	✦	✦	✦
Students with disabilities		6	7.6%	✦	✦	✦	✦
Students receiving Migrant Education services		2	2.5%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

✦ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	62	59	95.2%	58%	20%	20%	2%
Male		25	40.3%	56%	20%	20%	4%
Female		34	54.8%	59%	21%	21%	0%
Black or African-American		6	9.7%	◇	◇	◇	◇
American Indian or Alaska Native		0	0.0%	◇	◇	◇	◇
Asian		0	0.0%	◇	◇	◇	◇
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		40	64.5%	63%	15%	23%	0%
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		13	21.0%	31%	38%	23%	8%
Two or more races		0	0.0%	◇	◇	◇	◇
Socioeconomically disadvantaged		47	75.8%	62%	17%	21%	0%
English learners		7	11.3%	◇	◇	◇	◇
Students with disabilities		1	1.6%	◇	◇	◇	◇
Students receiving Migrant Education services		1	1.6%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	62	59	95.2%	78%	19%	2%	2%
Male		25	40.3%	68%	24%	4%	4%
Female		34	54.8%	85%	15%	0%	0%
Black or African-American		6	9.7%	◇	◇	◇	◇
American Indian or Alaska Native		0	0.0%	◇	◇	◇	◇
Asian		0	0.0%	◇	◇	◇	◇
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		40	64.5%	80%	20%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		13	21.0%	62%	23%	8%	8%
Two or more races		0	0.0%	◇	◇	◇	◇
Socioeconomically disadvantaged		47	75.8%	81%	19%	0%	0%
English learners		7	11.3%	◇	◇	◇	◇
Students with disabilities		1	1.6%	◇	◇	◇	◇
Students receiving Migrant Education services		1	1.6%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	82	82	100.0%	49%	27%	22%	2%
Male		45	54.9%	51%	31%	18%	0%
Female		37	45.1%	46%	22%	27%	5%
Black or African-American		6	7.3%	✦	✦	✦	✦
American Indian or Alaska Native		0	0.0%	✦	✦	✦	✦
Asian		1	1.2%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		52	63.4%	56%	23%	19%	2%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		23	28.0%	30%	39%	26%	4%
Two or more races		0	0.0%	✦	✦	✦	✦
Socioeconomically disadvantaged		58	70.7%	59%	22%	17%	2%
English learners		4	4.9%	✦	✦	✦	✦
Students with disabilities		10	12.2%	✦	✦	✦	✦
Students receiving Migrant Education services		4	4.9%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	82	82	100.0%	62%	23%	10%	5%
Male		45	54.9%	67%	18%	9%	7%
Female		37	45.1%	57%	30%	11%	3%
Black or African-American		6	7.3%	✦	✦	✦	✦
American Indian or Alaska Native		0	0.0%	✦	✦	✦	✦
Asian		1	1.2%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		52	63.4%	67%	19%	10%	4%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		23	28.0%	48%	30%	13%	9%
Two or more races		0	0.0%	✦	✦	✦	✦
Socioeconomically disadvantaged		58	70.7%	72%	14%	12%	2%
English learners		4	4.9%	✦	✦	✦	✦
Students with disabilities		10	12.2%	✦	✦	✦	✦
Students receiving Migrant Education services		4	4.9%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

✦ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	75	72	96.0%	44%	36%	18%	1%
Male		44	58.7%	39%	39%	23%	0%
Female		28	37.3%	54%	32%	11%	4%
Black or African-American		5	6.7%	◇	◇	◇	◇
American Indian or Alaska Native		1	1.3%	◇	◇	◇	◇
Asian		1	1.3%	◇	◇	◇	◇
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		42	56.0%	55%	33%	12%	0%
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		23	30.7%	13%	48%	35%	4%
Two or more races		0	0.0%	◇	◇	◇	◇
Socioeconomically disadvantaged		54	72.0%	52%	30%	17%	2%
English learners		7	9.3%	◇	◇	◇	◇
Students with disabilities		1	1.3%	◇	◇	◇	◇
Students receiving Migrant Education services		2	2.7%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	75	72	96.0%	58%	28%	7%	7%
Male		44	58.7%	50%	32%	11%	7%
Female		28	37.3%	71%	21%	0%	7%
Black or African-American		5	6.7%	◇	◇	◇	◇
American Indian or Alaska Native		1	1.3%	◇	◇	◇	◇
Asian		1	1.3%	◇	◇	◇	◇
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		42	56.0%	71%	24%	2%	2%
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		23	30.7%	22%	43%	17%	17%
Two or more races		0	0.0%	◇	◇	◇	◇
Socioeconomically disadvantaged		54	72.0%	65%	26%	2%	7%
English learners		7	9.3%	◇	◇	◇	◇
Students with disabilities		1	1.3%	◇	◇	◇	◇
Students receiving Migrant Education services		2	2.7%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Curriculum Frameworks and Content Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are approved by the board of trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. Site-level and district-level committees meet to select textbooks and instructional materials. Every student including English learners have access to their own textbooks and instructional materials.

On October 6, 2015, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district.

The board of trustees adopted a resolution which certifies, as required by Education Code Section 60119:

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) or instructional materials, or both, to use in class and to take home.
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.
4. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired in October 2015.

Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	Houghton Mifflin	2002
Mathematics	Pearson	2015
Science	Pearson	2007
History/social science	Houghton Mifflin	2006

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

School Safety

A comprehensive school safety plan was initially developed for Ruth Brown Elementary in collaboration with local law enforcement and fire-protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child-abuse reporting procedures, teacher notification of dangerous-pupil procedures, disaster-response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress-code policy. Ruth Brown Elementary School's most current safety plan was reviewed by the Safety Committee in March 2015. The principal subsequently met with staff members who are assigned to key responsibilities to share updates and action plans in the event of an emergency. A schoolwide staff meeting was held in the fall covering the updated school site plan and emergency procedures. An updated copy of the school safety plan is available to the public at the Palo Verde Unified School District office and at the school's office.

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			12/10/2015
Date of the most recent completion of the inspection form			12/10/2015

Professional Development

Palo Verde Unified School District combines efforts with school site administration to provide training and curriculum development which revolves around the California State Curriculum Frameworks as well as Common Core State Standards. Teachers align classroom curriculum to ensure all students either meet or exceed state proficiency levels.

The district's Curriculum Council meets periodically throughout the year to select textbooks and supplementary teaching materials based on the state standards. The Curriculum Council evaluates the effectiveness of textbooks and instructional materials, social development programs, and intervention program strategies. Serving as a liaison between the site and district advisory groups, site leadership team representatives provide valuable feedback and suggestions to the Curriculum Council regarding instructional improvement and program implementation to ensure students' needs are met academically and socially.

For the past three years, the district has offered three staff development buyback days annually. During the 2015-16 school year, teacher-training activities focused on English language arts (Universal Access), writing, thinking maps and improving effectiveness in the classroom.

Staff development training topics:

- Classroom Organization and Management Program
- Getting Off to a Good Start
- Professional Learning Communities
- Universal Access
- "Checking for Understanding"
- Sexual harassment
- Response to Instruction and Intervention
- Schoolwide Positive Behavior Support
- Math intervention
- Common Core State Standards
- Step Up to Writing

During the last three years, Palo Verde Unified School District continued its Professional Learning Committees training. The PLC implementation process is an ongoing journey toward improving student progress. Each PLC consists of teaching staff who regularly collaborate toward continued improvement in meeting students' learning needs through a shared curriculum-focused vision. Topics of discussion include: 1. collective lesson planning, 2. sharing instructional practices and experiences, and 3. team decision-making on essential learning outcomes and intervention/enrichment activities based on results of common formative student assessments.

Professional Development Days	Three-Year Data		
	2013-14	2014-15	2015-16
Ruth Brown ES	5 days	13 days	10 days

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- Electrical:** Electrical systems (interior and exterior)
- Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- Structural:** Structural condition, roofs
- External:** Windows/doors/gates/fences, playgrounds/school grounds



School Facilities

Ruth Brown Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. School facilities are all up-to-date and provide adequate space for students and staff. Ruth Brown Elementary School was built in 1956. Since that time, new buildings have been constructed, portables have been added to accommodate enrollment growth, and existing buildings have been updated. Several years ago, the campus was completely renovated and modernized to accommodate existing and future needs. During the 2005-06 school year, Ruth Brown Elementary School's campus improvement projects included modernization of restrooms in the cafeteria to meet current Americans with Disabilities Act (ADA) requirements and the installation of a shade structure on the north side of campus in the dismissal area. The campus is cleaned by a daytime and an evening janitorial staff.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.33
Average number of students per academic counselor	698
Support Staff	
FTE	
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Palo Verde USD	Ruth Brown ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	110	23	26	22
Without full credential	8	0	0	4
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Ruth Brown ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	2

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Ruth Brown ES	91.30%	8.70%
All schools in district	90.88%	9.12%
High-poverty schools in district	90.88%	9.12%
Low-poverty schools in district	◇	◇

◇ Not applicable.



Types of Services Funded

For the 2014-15 school year, Ruth Brown Elementary received state and federal funding for the following categorical, special education and support programs:

- Peer Assistance and Review
- Title I
- Economic Impact Aid/English Learner Program
- Title III Limited English Proficient Student Program

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year
	Palo Verde USD	Similar Sized District
Beginning teacher salary	\$40,840	\$40,379
Midrange teacher salary	\$63,951	\$62,323
Highest teacher salary	\$82,480	\$81,127
Average elementary school principal salary	\$94,248	\$99,192
Average middle school principal salary	\$103,896	\$91,287
Average high school principal salary	\$105,537	\$112,088
Superintendent salary	\$181,150	\$159,821
Teacher salaries: percentage of budget	33%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Brown ES	\$3,505	\$67,591
Palo Verde USD	\$8,870	\$64,119
California	\$5,348	\$65,267
School and district: percentage difference	-60.5%	+5.4%
School and California: percentage difference	-34.5%	+3.6%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$3,765
Expenditures per pupil from restricted sources	\$260
Expenditures per pupil from unrestricted sources	\$3,505
Annual average teacher salary	\$67,591



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.