

Ruth Brown Elementary School

CDS Code: 33-67181-6032494

241 North Seventh Avenue Blythe, CA 92225-1825 • Phone: (760) 922-7164 • www.pvusd.us/rbes
Grades: K-7 • Laura Mathews, Principal • Email: lmathews@pvusd.us



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.

School 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.

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, like dances, fall festivals, movie nights, etc. 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 can access school information such as dress code, playground rules, the School Safety Plan, etc. 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.

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 SB 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 November 2014. 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.

Palo Verde Unified School District

Dr. Michael Davitt, Superintendent
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www.pvusd.us

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.

Board of Trustees

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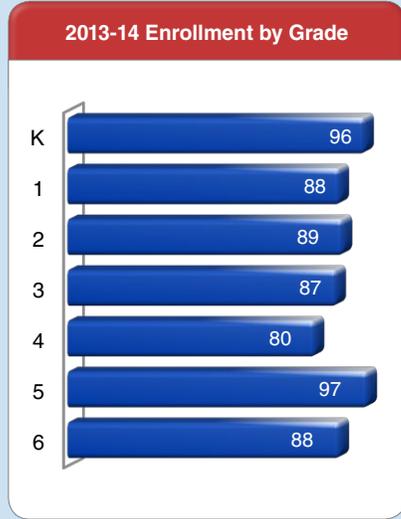
2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

Para español visita:
www.pvusd.us

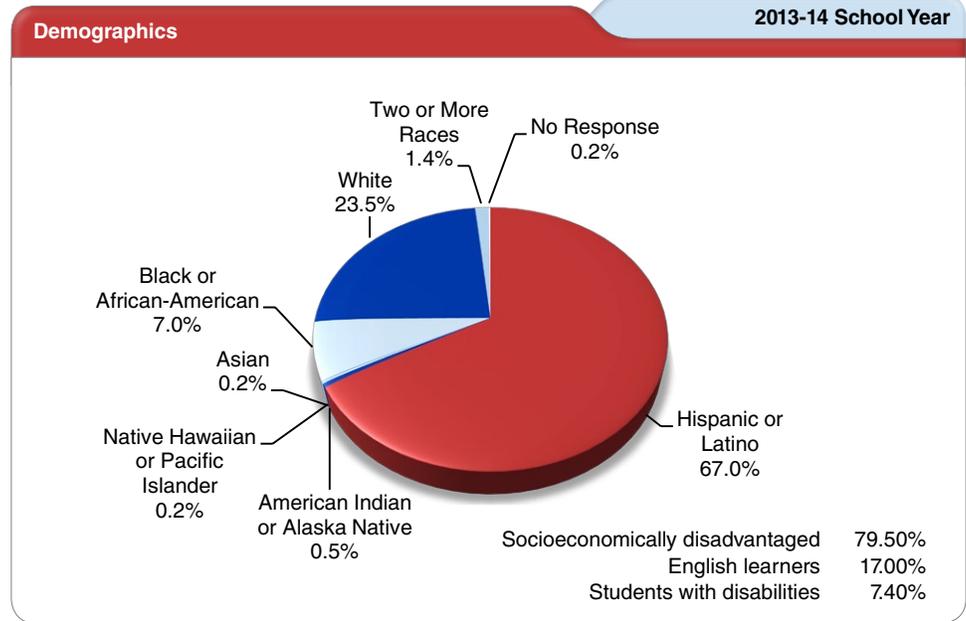
Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



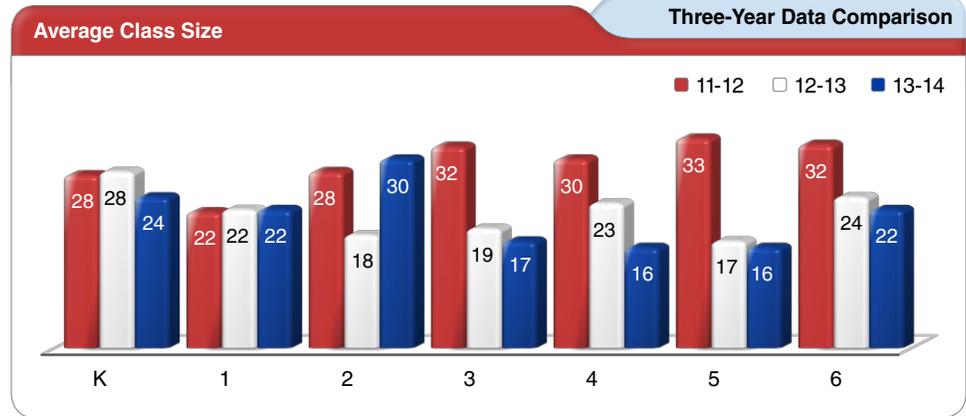
Enrollment by Student Group

The total enrollment at the school was 625 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

| Suspension and Expulsion Rates | | | |
|--------------------------------|-------|-------|-------|
| Ruth Brown ES | | | |
| | 11-12 | 12-13 | 13-14 |
| Suspension rates | 3.3% | 2.5% | 1.1% |
| Expulsion rates | 0.0% | 0.0% | 0.0% |
| Palo Verde USD | | | |
| | 11-12 | 12-13 | 13-14 |
| Suspension rates | 8.4% | 7.7% | 8.3% |
| Expulsion rates | 0.4% | 0.0% | 0.1% |
| California | | | |
| | 11-12 | 12-13 | 13-14 |
| Suspension rates | 5.7% | 5.1% | 4.4% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

Number of Classrooms by Size Three-Year Data Comparison

| Grade | 2011-12 | | | 2012-13 | | | 2013-14 | | |
|-------|---------|-------|-----|---------|-------|-----|---------|-------|-----|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| K | | 4 | | | 3 | | 1 | 3 | |
| 1 | 2 | 3 | | 1 | 3 | | 1 | 3 | |
| 2 | 1 | 3 | | 2 | 3 | | | 3 | |
| 3 | | 3 | | 2 | 3 | | 2 | 3 | |
| 4 | | 3 | | 2 | | 2 | 3 | 2 | |
| 5 | | | 3 | 3 | | 2 | 4 | 1 | 1 |
| 6 | | 2 | 1 | 1 | 2 | 1 | 2 | | 2 |

California Assessment of Student Performance and Progress Results: 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 Comparison | | | | | | | | |
|---|----------------------------|-------|-------|----------------|-------|-------|------------|-------|-------|
| | Ruth Brown ES | | | Palo Verde USD | | | California | | |
| Subject | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 28% | 19% | 19% | 33% | 32% | 32% | 60% | 59% | 60% |

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

| Students Scoring at Proficient or Advanced Levels | Spring 2014 Results |
|---|---------------------|
| Group | Science |
| All students in the district | 32% |
| All students at the school | 19% |
| Male | 22% |
| Female | 16% |
| Black or African-American | ❖ |
| American Indian or Alaska Native | ❖ |
| Asian | ❖ |
| Filipino | ❖ |
| Hispanic or Latino | 11% |
| Native Hawaiian or Pacific Islander | ❖ |
| White | 36% |
| Two or more races | ❖ |
| Socioeconomically disadvantaged | 17% |
| English learners | ❖ |
| Students with disabilities | ❖ |
| Students receiving Migrant Education services | ❖ |

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts and mathematics. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

| Students Scoring at Proficient or Advanced Levels | Three-Year Data Comparison | | | | | | | | |
|---|----------------------------|-------|-------|----------------|-------|-------|------------|-------|-------|
| | Ruth Brown ES | | | Palo Verde USD | | | California | | |
| Subject | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| English language arts | 34% | 33% | 32% | 34% | 34% | 34% | 54% | 56% | 55% |
| Mathematics | 46% | 41% | 42% | 34% | 31% | 32% | 49% | 50% | 50% |

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

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).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

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.



Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

| API Ranks | | | |
|----------------------------|------|------|------|
| Three-Year Data Comparison | | | |
| | 2011 | 2012 | 2013 |
| Statewide API Rank | 1 | 1 | 1 |
| Similar Schools API Rank | 1 | 1 | 1 |

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

| API Growth by Student Group | | | 2013 Growth API and Three-Year Data Comparison | | | |
|-------------------------------------|-----------------|----------------|--|-----------------------------------|-------|-------|
| Group | 2013 Growth API | | | Ruth Brown ES – Actual API Change | | |
| | Ruth Brown ES | Palo Verde USD | California | 10-11 | 11-12 | 12-13 |
| All students | 679 | 666 | 790 | -18 | -16 | -16 |
| Black or African-American | 598 | 589 | 707 | ■ | ■ | ■ |
| American Indian or Alaska Native | ❖ | 692 | 742 | ■ | ■ | ■ |
| Asian | ❖ | 770 | 906 | ■ | ■ | ■ |
| Filipino | ❖ | 837 | 867 | ■ | ■ | ■ |
| Hispanic or Latino | 645 | 642 | 743 | -16 | -20 | -30 |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | 773 | ■ | ■ | ■ |
| White | 775 | 734 | 852 | -45 | 3 | 7 |
| Two or more races | ❖ | 687 | 845 | ■ | ■ | ■ |
| Socioeconomically disadvantaged | 633 | 627 | 742 | -26 | -9 | -23 |
| English learners | 586 | 576 | 717 | -29 | 12 | -69 |
| Students with disabilities | 549 | 458 | 616 | ■ | ■ | ■ |

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

| Adequate Yearly Progress Criteria | | 2013-14 School Year | |
|-----------------------------------|---------------|---------------------|--|
| | Ruth Brown ES | Palo Verde USD | |
| Met overall AYP | ** | ** | |
| Met participation rate | | | |
| English language arts | ** | ** | |
| Mathematics | ** | ** | |
| Met percent proficient | | | |
| English language arts | ** | ** | |
| Mathematics | ** | ** | |
| Met graduation rate | x | x | |

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 (API or graduation rate) 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 percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI 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 | | 2014-15 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 schools identified for Program Improvement | | 6 | |
| Percent of schools identified for Program Improvement | | 100.00% | |

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

x Not applicable. The graduation rate for AYP criteria applies to high schools.

* 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.



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 | |
|--|--------|
| 2013-14 School Year | |
| Grade 5 | |
| Four of six standards | 15.20% |
| Five of six standards | 22.80% |
| Six of six standards | 19.60% |



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 | |
|---|----|
| 2014-15 School Year | |
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | 0% |
| Foreign language | 0% |
| Health | 0% |

Currency of Textbook Data

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

| Currency of Textbooks | |
|-----------------------|---------|
| 2014-15 School Year | |
| Data collection date | 10/2014 |

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 7, 2014, 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 2014.

| Textbooks and Instructional Materials List | | 2014-15 School Year |
|--|------------------|---------------------|
| Subject | Textbook | Adopted |
| English language arts | Houghton Mifflin | 2002 |
| Mathematics | McGraw-Hill | 2001 |
| Science | Pearson | 2007 |
| History/social science | Houghton Mifflin | 2006 |

Quality of Textbooks

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

| Quality of Textbooks | | 2014-15 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 | |

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 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 | | 2014-15 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 | | | 10/23/2014 |
| Date of the most recent completion of the inspection form | | | 10/23/2014 |

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.

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 2012-13 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 standards

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.

School Facility Items Inspected

The table shows 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/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

Types of Services Funded

For the 2012-13 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
- Drug/alcohol/tobacco education
- Economic Impact Aid/English Learner Program
- Title III Limited English Proficient Student Program

Professional Development

| Professional Development Days | |
|-------------------------------|---------|
| 2012-13 | 3 days |
| 2013-14 | 5 days |
| 2014-15 | 13 days |



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 | |
|--|------------|
| 2013-14 School Year | |
| Academic Counselors | |
| FTE of academic counselors | 0.00 |
| Ratio of students per academic counselor | ◇ |
| Support Staff | |
| | FTE |
| Social/behavioral or career development counselors | 0.33 |
| Library media teacher (librarian) | 0.00 |
| Library media services staff (paraprofessional) | 0.50 |
| Psychologist | 0.33 |
| Social worker | 0.00 |
| Nurse | 0.50 |
| Speech/language/hearing specialist | 0.00 |
| Resource specialist (non-teaching) | 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 Comparison | | | |
|---|----------------------------|---------------|-------|-------|
| | Palo Verde USD | Ruth Brown ES | | |
| Teachers | 14-15 | 12-13 | 13-14 | 14-15 |
| With full credential | 126 | 21 | 23 | 26 |
| Without full credential | 11 | 2 | 0 | 0 |
| Teaching outside subject area of competence | 1 | 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 Comparison | | |
|---|----------------------------|-------|-------|
| | Ruth Brown ES | | |
| Teachers | 12-13 | 13-14 | 14-15 |
| Teacher misassignments of English learners | 0 | 0 | 0 |
| Total teacher misassignments | ◇ | 0 | 0 |
| Vacant teacher positions | 0 | 1 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended 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 2013-14 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 | 2013-14 School Year | |
|---|--|---|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| Ruth Brown ES | 90.91% | 9.09% |
| All schools in district | 82.74% | 17.26% |
| High-poverty schools in district | 82.74% | 17.26% |
| Low-poverty schools in district | ◇ | ◇ |

◇ This data is not available.

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2012-13 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 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 | 2012-13 Fiscal Year | |
|---|---------------------|------------------------|
| | Palo Verde USD | Similar Sized District |
| Beginning teacher salary | \$38,895 | \$38,920 |
| Midrange teacher salary | \$57,730 | \$59,803 |
| Highest teacher salary | \$78,552 | \$78,096 |
| Average elementary school principal salary | \$99,644 | \$95,836 |
| Average middle school principal salary | \$97,385 | \$99,849 |
| Average high school principal salary | \$107,151 | \$107,599 |
| Superintendent salary | \$129,818 | \$151,912 |
| Teacher salaries — percent of budget | 29% | 37% |
| Administrative salaries — percent of budget | 5% | 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 | 2012-13 Fiscal Year | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Ruth Brown ES | \$3,416 | \$65,682 |
| Palo Verde USD | \$4,458 | \$61,903 |
| California | \$4,690 | \$63,037 |
| School and district — percent difference | -23.4% | +6.1% |
| School and California — percent difference | -27.2% | +4.2% |

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 | |
|--|----------|
| 2012-13 Fiscal Year | |
| Total expenditures per pupil | \$3,650 |
| Expenditures per pupil from restricted sources | \$234 |
| Expenditures per pupil from unrestricted sources | \$3,416 |
| Annual average teacher salary | \$65,682 |

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.



Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

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 the 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 <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.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 School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.