

Ruth Brown Elementary School

School Accountability Report Card



GRADES K-6

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Ms. Lois Shaffer, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

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 devoted itself to improving our instructional program and as a result has seen steady academic growth over the last few years.

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 that all students have mastered key concepts during the school day. Various teaching strategies such as direct instruction, thinking maps, hands-on lessons, 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 towards State academic standards mastery. Knowing that a strong connection between school and home are 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 Learners 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. 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 ruthbrownelementary.sharpschool.com. Through the Internet, one can access school information such as dress code, playground rules, the school site plan, etc. Individual teachers have sub-pages which include classroom activities, homework, and curriculum guidelines to better assist parents in their efforts to have their children successful in school. For more information on how to become involved, contact Ms. Lois Shaffer, Principal, at (760) 922-7164 or lshaffer@pvusd.us.

School Safety

A Comprehensive School Site 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's most current safety plan was reviewed by the Safety Committee in February 2011. 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 site safety plan is available to the public at the Palo Verde Unified School District office and the school office.



Palo Verde Unified School District

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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.

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. 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

Grade 5

Four of Six Standards	20.2%
Five of Six Standards	17.3%
Six of Six Standards	38.5%



Student Enrollment by Group

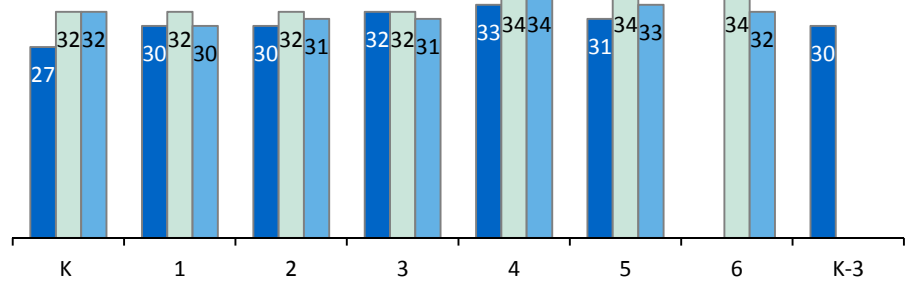
Ruth Brown ES

Socioeconomically Disadvantaged	60.1%
English Learners	16.1%
Students with Disabilities	5.7%

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

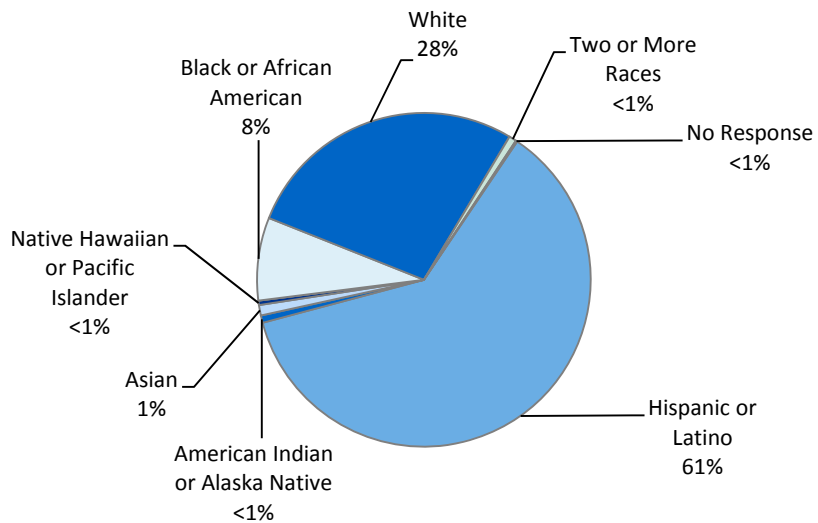


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		3			3		
1		3		4			4		
2		3		3			3		
3		3		3			3		
4		1	2			3			3
5		2	1			3			3
6				2	1		3	6	
K-3		1							

Enrollment and Demographics

The total enrollment at the school was 697 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

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

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 condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
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			10/25/2011
Date of the Most Recent Completion of the Inspection Form			10/25/2011

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, relocatables have been added to accommodate enrollment growth, and existing buildings have been updated. Five 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.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 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 Mission Statement

We strive to ensure our students will become proficient in academia, be prepared for further learning, and develop a concept of self-worth in the process of becoming responsible citizens who respect others.

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 Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

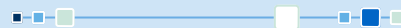
The District’s Curriculum Council meets periodically throughout the year to select textbooks and supplementary teaching materials based on the State Standards. The Curriculum Council evaluates the effectiveness of textbooks and instructional materials, social development programs, and intervention program 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 buy-back days annually. During the 2009-10 school year, teacher training activities focused on English/language arts (Universal Access), writing, thinking maps, and improving effectiveness in the classroom.

2009-10 Staff Development Training Topics:

- Classroom Organization & Management Program
- Getting off to a Good Start
- Professional Learning Communities
- Universal Access
- Checking for Understanding

During the 2009-10 school year, Palo Verde Unified School District continued its PLC training. The PLC implementation process is an ongoing journey towards improving student progress. Each PLC is comprised of teaching staff who regularly collaborate toward continued improvement in meeting students’ learning needs through a shared curriculum-focused vision facilitated through (1) collective lesson planning, (2) sharing instructional practices/experiences, and (3) team decision-making on essential learning outcomes and intervention/enrichment activities based on results of common formative student assessments.



Availability of Textbooks and Instructional Materials

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

Ruth Brown ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



District Mission Statement:

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

Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Content Standards and Frameworks. 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 4, 2011, 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, that:

1. Each student in each school in the Palo Verde Unified School District has a standards-aligned textbook 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, and
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 September 2011.

Textbooks and Instructional Materials List

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	
	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
Does every student, 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.

Ruth Brown ES	
Currency of Textbook Information	
Data Collection Date	09/2011

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Ruth Brown ES			Palo Verde USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	33%	38%	34%	29%	33%	34%	49%	52%	54%
Mathematics	46%	47%	46%	29%	32%	34%	46%	48%	50%
Science	24%	39%	35%	35%	39%	35%	50%	54%	57%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	34%	34%	35%
All Students at the School	34%	46%	35%
Male	32%	47%	32%
Female	37%	45%	37%
Black or African American	30%	29%	18%
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	31%	41%	34%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	42%	60%	50%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	25%	36%	30%
English Learners	14%	34%	6%
Students with Disabilities	6%	13%	❖
Students Receiving Migrant Education Services	43%	36%	❖

❖ 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten 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, for which information is available.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is 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.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	1	1	2
Similar Schools API Rank	1	1	1

API Growth by Student Group

This table displays, by student group, first, the 2011 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.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Ruth Brown ES — Actual API Change		
	Ruth Brown ES		Palo Verde USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	446	710	2,533	679	4,683,676	778	24	30	-18
Black or African American	36	637	203	597	317,856	696	■	■	■
American Indian or Alaska Native	4	■	17	750	33,774	733	■	■	■
Asian	6	■	18	753	398,869	898	■	■	■
Filipino	0	■	15	905	123,245	859	■	■	■
Hispanic or Latino	273	691	1,552	658	2,406,749	729	13	23	-16
Native Hawaiian or Pacific Islander	2	■	6	■	26,953	764	■	■	■
White	125	766	717	740	1,258,831	845	40	62	-45
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	329	663	1,786	643	2,731,843	726	21	27	-26
English Learners	90	641	450	601	1,521,844	707	25	32	-29
Students with Disabilities	33	432	284	463	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Ruth Brown ES		Palo Verde USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		No	

Federal Intervention Program

Districts and schools 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	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	5	
Percent of Schools Identified for Program Improvement	71.4%	

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

Types of Services Funded

For the 2010-2011 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

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 district employee to support the mutual quest for excellence. We are unalterably committed to the infinite truth of student potential and the challenging truth of student performance.

“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.”



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	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.000
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.200
Library Media Teacher (Librarian)	0.812
Library Media Services Staff (Paraprofessional)	0.000
Psychologist	0.500
Social Worker	0.000
Nurse	0.500
Speech/Language/Hearing Specialist	0.812
Resource Specialist (non-teaching)	0.000



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Palo Verde USD	Ruth Brown ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	149	21	26	25
Without Full Credential	5	1	1	0
Teaching Outside Subject Area of Competence		0	3	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Ruth Brown ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Ruth Brown ES	100.0%	0.00%
All Schools in District	86.65%	13.35%
High-Poverty Schools in District	86.65%	13.35%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

“Ruth Brown Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision.”

Financial Data

The financial data displayed in the SARC is from the 2009-10 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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		
Category	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,475	\$39,074
Mid-Range Teacher Salary	\$60,248	\$60,172
Highest Teacher Salary	\$77,703	\$78,468
Average Principal Salary (Elementary School)	\$88,785	\$95,926
Average Principal Salary (Middle School)	\$102,852	\$99,356
Average Principal Salary (High School)	\$109,735	\$107,041
Superintendent Salary	\$128,787	\$148,555
Teacher Salaries — Percent of Budget	36%	38%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Ruth Brown ES	\$3,197	\$58,658
Palo Verde USD	\$5,475	\$56,522
California	\$5,455	\$63,062
School and District — Percent Difference	-71.2%	+3.6%
School and California — Percent Difference	-70.6%	-7.5%

School Financial Data

The following table displays the school’s average teacher salary and a break-down of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Ruth Brown ES	
Total Expenditures Per Pupil	\$3,686
Expenditures Per Pupil From Restricted Sources	\$489
Expenditures Per Pupil From Unrestricted Sources	\$3,197
Annual Average Teacher Salary	\$58,658



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Ruth Brown ES			
	08-09	09-10	10-11
Suspension Rates	8%	10%	8%
Expulsion Rates	0%	0%	<1%
Palo Verde USD			
	08-09	09-10	10-11
Suspension Rates	8%	19%	19%
Expulsion Rates	0%	1%	<1%

Ruth Brown Elementary School

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PUBLISHED BY: School Innovations & Advocacy | www.sia-us.com | 800.487.9234



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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.