

# Ruth Brown Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Ruth Brown Elementary School
<b>Street</b>	241 North Seventh Street
<b>City, State, Zip</b>	Blythe, CA 92225
<b>Phone Number</b>	(760) 922-7164
<b>Principal</b>	Cintia Robinson
<b>E-mail Address</b>	crobinson@pvusd.us
<b>Web Site</b>	www.pvusd.us
<b>CDS Code</b>	33-67181-6032494

District Contact Information	
District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	Dr. Charles Bush
E-mail Address	charles.bush@pvusd.us
Web Site	www.pvusd.us

### School Description and Mission Statement (School Year 2017-18)

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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.

#### 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.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	91
Grade 1	75
Grade 2	56
Grade 3	75
Grade 4	71
Grade 5	77
Grade 6	81
Grade 7	73
Grade 8	72
Total Enrollment	671

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.4
Hispanic or Latino	70.9
Native Hawaiian or Pacific Islander	0.4
White	19.1
Two or More Races	1.6
Socioeconomically Disadvantaged	74.5
English Learners	14.2
Students with Disabilities	8.5
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	20	23	111
Without Full Credential	4	7	4	23
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** October 3, 2017

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 3, 2017, 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 2017.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-5); StudySync/McGraw-Hill (6-8)	Yes	0
Mathematics	EnVision, Pearson (K-5); Go Math!, Houghton Mifflin Harcourt (6-8)	Yes	0
Science	California Science, Pearson (K-5) Focus on Earth Science, CPO Science (6) Focus on Life Science, CPO Science (7) Focus on Physical Science, CPO Science (8)	Yes	0
History-Social Science	Houghton Mifflin (K-5) Discovering Our Past: Ancient Civilization, Glencoe/McGraw-Hill (6) Medieval and Early Modern Times, Glencoe/McGraw-Hill (7) The American Journey to World War I, Glencoe/McGraw-Hill (8)	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 10/5/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Boys RR 11A: 6-Bugs on light diffusers 9-Drinking fountain outside chipping paint by drain K21: 5-A few bugs in round light diffuser in RR's Kitchen: 5-A few bugs in light diffusers
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			1: 9-Drinking fountain outside-chipping paint by drain Boys RR 11A: 6-Bugs on light diffusers 9-Drinking fountain outside chipping paint by drain South Playground: 9-Drinking fountain outside-chipping paint by drain
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Office: 15-Some fence elements north of office rusting out need paint/replacement

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 10/5/2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	20	29	24	29	48	48
Mathematics (grades 3-8 and 11)	16	14	16	17	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	444	420	94.59	28.57
Male	220	208	94.55	28.37
Female	224	212	94.64	28.77
Black or African American	24	23	95.83	4.35
Asian	--	--	--	--
Hispanic or Latino	309	295	95.47	28.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	87	91.58	37.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	311	295	94.86	21.69
English Learners	80	77	96.25	18.18
Students with Disabilities	40	37	92.5	5.41
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	444	420	94.59	14.05
Male	220	209	95	18.66
Female	224	211	94.2	9.48
Black or African American	24	20	83.33	5
Asian	--	--	--	--
Hispanic or Latino	309	298	96.44	13.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	87	91.58	19.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	311	294	94.53	10.54
English Learners	80	79	98.75	10.13
Students with Disabilities	40	37	92.5	2.7
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	18	25	28	25	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.1	12.7	18.3
7	29.2	7.7	35.4

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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. Monthly Parent Informational Nights are also offered on and off 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 fund raises to provide extra items for the school. They also work to provide activities for student involvement, such as dances, fall festivals, multicultural events 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](http://www.pvUSD.us/rbes). On the site, one may access school information such as our parent handbook. 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. 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. Ruth Brown Elementary also has a Facebook page called Ruth Brown Bears. Parents are encouraged to join this closed group. For more information on how to become involved, contact Lindsey Stewart, our attendance clerk, at (760) 922-7164 or [lstewart@pvUSD.us](mailto:lstewart@pvUSD.us). We also use a school wide recorded telephone message system to inform parents of emergency situations and general school information.



## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	3.4	7.7	4.4	8.9	9.2	8.4	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 November 2017. 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 school wide 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.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2004-2005	2007-2008
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	5
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	28		3		22	1	3		22	1	3	
<b>1</b>	27		3		24		3		24		3	
<b>2</b>	24		3		24		3		18	3		
<b>3</b>	23	1	3		26		3		23		3	
<b>4</b>	25	1	2		27	1		2	27		2	
<b>5</b>	20	2	1		27	1	1	1	34			2
<b>6</b>	21	2		2	33		1	1	34		1	2
<b>Other</b>	8	1			10	2			10	2		

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.33	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,372	\$149	\$1,300	62,323
District	N/A	N/A	\$2,559	\$70,163
Percent Difference: School Site and District	N/A	N/A	-65.3	-11.8
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-134.0	-11.1

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

### Types of Services Funded (Fiscal Year 2016-17)

For the 2016-17 school year, Ruth Brown Elementary received state and federal funding for the following categorical, special education and support programs:

- Title I
- Title III Limited English Proficient Student Program

Using various tools including state assessment results, teachers and administrators can identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

Small group and one-on-one instruction is provided by teachers to support students in academic areas of need. In Kindergarten through second grade, aides are provided to intervene in reading.

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on chapter and end-of-unit tests to determine progress toward achieving proficiency levels, ongoing progress and instructional needs.

English learners (EL) are identified through the California English Language Development Test (CELDT) and home language survey. Students are placed in a classroom with a teacher who has been trained to teach second-language skills to elementary students.

During language arts instruction, Level 1 English learners (students at the very early stages of learning the English language) are teamed up with qualified teachers for English language development (ELD) instruction, which focuses on increasing vocabulary skills and language fluency.

Ruth Brown Elementary uses the Carousel of IDEAS, the Academic Vocabulary Toolkit by Kate Kinsella, the English in a Flash curriculum and the Houghton Mifflin series for ELD and reading intervention instruction. English learners are assessed annually to measure English-language acquisition and adjust reading level and ELD needs accordingly.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,966	\$44,144
Mid-Range Teacher Salary	\$73,544	\$69,119
Highest Teacher Salary	\$94,852	\$86,005
Average Principal Salary (Elementary)	\$108,314	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$129,385	\$121,395
Superintendent Salary	\$230,000	\$178,104
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	3%	6%

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

**Professional Development (Most Recent Three Years)**

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.

During the last 3 school years, teacher-training activities focused on the following:

- Professional Learning Communities
- Checking for understanding
- Sexual harassment
- Response to Instruction and Intervention
- School wide positive behavior support
- Math intervention
- Common Core State Standards
- Step Up to Writing
- Google Classroom
- Direct Interactive Instruction
- Illuminate training
- DIBELS
- MyOn
- Data Analysis