Ruth Brown Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Ruth Brown Elementary School
Street	241 North Seventh Street
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-7164
Principal	Jacob Deutsch
Email Address	jacob.deutsch@pvusd.us
School Website	https://rbes.pvusd.us/
Grade Span	K-8
County-District-School (CDS) Code	33-67181-6032494

2025-26 District Contact Information

District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	April Smith
Email Address	asmith@pvusd.us
District Website	www.pvusd.us

2025-26 School Description and Mission Statement

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.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	69
Grade 2	69
Grade 3	70
Grade 4	58
Grade 5	73
Grade 6	56
Grade 7	61
Grade 8	62
Total Enrollment	609

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.8
Asian	0.5
Black or African American	9.4
Filipino	0.2
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.6
White	13.3
English Learners	7.6
Foster Youth	2.8
Homeless	3.3
Migrant	1
Socioeconomically Disadvantaged	86.7
Students with Disabilities	17.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.3	71.27	101.9	62.13	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8	4.9	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	9.58	16	9.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3	9.58	22	13.43	11953.1	4.28
Unknown/Incomplete/NA	3	9.58	16	9.77	15831.9	5.67
Total Teaching Positions	31.3	100	164	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.3	76.92	102.7	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7	4.35	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	9.89	18.3	11.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	6.59	25.3	15.76	11746.9	4.23
Unknown/Incomplete/NA	2	6.59	7.6	4.76	14303.8	5.15
Total Teaching Positions	30.3	100	161	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.3	64.7	95	59.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.5	2.82	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	14.12	17.3	10.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3	10.59	30.6	19.2	12112.8	4.34
Unknown/Incomplete/NA	3	10.59	11.9	7.5	13705.8	4.91
Total Teaching Positions	28.3	100	159.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	3.00	3	3
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	3	4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	3.00	1	3
Local Assignment Options	0.00	1	0
Total Out-of-Field Teachers	3.00	2	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	3.2	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other 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 September 16, 2025, 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 September 16, 2025.

Year and month in which the data were collected	September 16, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-5); StudySync/McGraw-Hill (6-8)	0
Mathematics	EnVision, Savvas (K-5); Go Math!, Houghton Mifflin Harcourt (6-8)	0
Science	Science Dimensions, Houghton Mifflin Harcourt (K-8)	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)	0

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	11/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Damaged wall surface (cafeteria). Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Two faucets off and low water pressure (girls' restroom). One faucet off (Boys' restrooms). Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Damaged slide (Playground). Work order submitted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	24	29	29	47	48
Mathematics (grades 3-8 and 11)	11	12	16	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	355	93.18	6.82	24.23
Female	202	184	91.09	8.91	32.61
Male	179	171	95.53	4.47	15.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	43	43	100.00	0.00	16.28
Filipino	--	--	--	--	--
Hispanic or Latino	263	243	92.40	7.60	23.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	21.43
White	55	50	90.91	9.09	34.00
English Learners	34	32	94.12	5.88	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	300	93.75	6.25	22.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	59	90.77	9.23	8.47

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	357	93.70	6.30	12.36
Female	202	186	92.08	7.92	12.97
Male	179	171	95.53	4.47	11.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	43	43	100.00	0.00	4.65
Filipino	--	--	--	--	--
Hispanic or Latino	263	244	92.78	7.22	12.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	7.14
White	55	50	90.91	9.09	22.00
English Learners	34	34	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	302	94.38	5.62	10.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	59	90.77	9.23	10.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.35	11.81	10.61	11.67	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	127	94.78	5.22	11.81
Female	68	61	89.71	10.29	16.39
Male	66	66	100.00	0.00	7.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	89	83	93.26	6.74	12.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	21.74
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	98	95.15	4.85	8.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	5.26

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85.7%	91.4%	92.9%	92.9%	97.1%
Grade 7	96.7%	98.3%	98.3%	96.7%	98.3%
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2025-26 Opportunities for 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. Monthly assemblies and school activities are also offered on 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 Organization. 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 https://rbes.pvusd.us/. On the site, one may access school information such as our parent handbook. Ruth Brown also uses Aeries Parent Connection, which allows parents to view grades and attendance online. Ruth Brown Elementary also keeps communication open with families through Facebook and Instagram. We also use a school wide recorded telephone message system to inform parents of emergency situations and general school information.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	662	195	29.5
Female	335	326	92	28.2
Male	356	336	103	30.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	85	75	31	41.3
Filipino	--	--	--	--
Hispanic or Latino	463	450	123	27.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	32	12	37.5
White	93	88	21	23.9
English Learners	52	50	9	18.0
Foster Youth	30	28	8	28.6
Homeless	21	20	5	25.0
Socioeconomically Disadvantaged	604	576	182	31.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	147	142	48	33.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.1	9.31	4.78	8.77	7.21	4.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.28	0.14	0	0.47	0.16	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.78	0.14
Female	2.69	0.00
Male	6.74	0.28
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.06	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	7.53	0.00
English Learners	1.92	1.92
Foster Youth	13.33	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	5.13	0.17
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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 Spring 2025. 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	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	0
1	18	3	0	0
2	19	2	1	0
3	22	0	3	0
4	26	0	2	0
5	24	0	3	0
6	30	0	2	0
Other	15	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	22	0	3	0
2	20	2	1	0
3	28	0	2	0
4	24	0	3	0
5	27	0	2	0
6	31	0	2	0
Other	14	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	21	1	2	
2	21	1	2	
3	21	1	2	
4	28		2	
5	23		3	
6	27		2	
Other	12	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	609

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.25
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8741	$2319	$6928	$93,115
District	N/A	N/A	$15,631	$98,261
Percent Difference - School Site and District	N/A	N/A	-77.2	6.9
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-43.4	6.0

Fiscal Year 2024-25 Types of Services Funded

For the 2024-2025 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
- Comprehensive Support and Improvement 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 TK through eighth grade, aides are provided to intervene in reading.

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor

Fiscal Year 2024-25 Types of Services Funded

student performance on chapter and end-of-unit tests as well as STAR reading, STAR math, and Early Literacy assessments to determine progress toward achieving proficiency levels, ongoing progress and instructional needs.

English learners (EL) are identified through the English Language Proficiency Assessments for California (ELPAC) and home language survey.

Ruth Brown Elementary uses the McGraw-Hill series for ELD and reading intervention instruction for grades TK-5th and StudySync series for ELD and reading intervention instruction for grades 6th-8th. English learners are assessed annually to measure English-language acquisition and adjust reading level and ELD needs accordingly.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,523	$57,978
Mid-Range Teacher Salary	$91,315	$89,612
Highest Teacher Salary	$124,249	$117,194
Average Principal Salary (Elementary)	$125,771	$143,632
Average Principal Salary (Middle)		$149,447
Average Principal Salary (High)	$150,065	$162,334
Superintendent Salary	$185,400	$234,076
Percent of Budget for Teacher Salaries	23.53%	27.81%
Percent of Budget for Administrative Salaries	3.81%	5.47%

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.

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

Checking for understanding
Sexual harassment
School wide positive behavior support
Common Core State Standards
Google Classroom
Direct Interactive Instruction
Aeries
DIBELS
95% group
Footsteps to Brilliance
Secret Stories
Heggerty
MyOn

Professional Development

Data Analysis
Keenan training
STAR Testing
IXL

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15