

# **Rio Bravo-Greeley Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Rio Bravo-Greeley Elementary School
<b>Street</b>	6601 Enos Lane
<b>City, State, Zip</b>	Bakersfield, CA 93314
<b>Phone Number</b>	661-589-2505
<b>Principal</b>	Christina Bussman
<b>Email Address</b>	cbussman@rbgusd.org
<b>Website</b>	<a href="http://www.rbgusd.k12.ca.us">http://www.rbgusd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	15-73544-6010011

Entity	Contact Information
<b>District Name</b>	Rio Bravo-Greeley Elementary School District
<b>Phone Number</b>	661-589-2696
<b>Superintendent</b>	Jennifer Hedge
<b>Email Address</b>	jhedge@rbgusd.org
<b>Website</b>	www.rbgusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

Rio Bravo-Greeley (RBG) is a rural middle school on the outskirts of Bakersfield, California. The school contains grades 5-8 with self contained classes in 5th grade and a middle school format for grades 6-8. Our school's mission is to combine a positive, nurturing environment with a strong academic program to provide every child the best opportunity to achieve to the maximum of their abilities. Rio Bravo-Greeley provides a comprehensive educational program that encourages a positive learning environment for all children. We strive to make every child feel safe and secure when they come to school. We believe in high expectations for all students and encourage children to have strong character. Our school is dedicated to the nurturing of our students' needs by providing a well balanced and structured program using a growth mindset philosophy to guide this process. We have highly qualified teachers that are committed to ensuring that each and every students' needs are met through strong first instruction in the classroom. RBG understands each child is special with their own unique talents and gifts; therefore, we foster an environment that allows each child's gifts to be explored, recognized, and encouraged.

Rio Bravo Greeley has an active Parent Teacher Club, Educational Foundation, Sports Buster Club, and Band Buster club that supports the school in a variety of ways. We strongly encourage parents to become involved in their child's education and become part of one of these organizations. We pride ourselves on having positive relationships with our community. We know communication with our parents and the community is key to providing the best environment for our students.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 5</b>	123
<b>Grade 6</b>	132
<b>Grade 7</b>	138
<b>Grade 8</b>	120
<b>Total Enrollment</b>	513

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.8
Asian	1.8
Filipino	0.2
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.6
White	51.3
Two or More Races	0.4
Socioeconomically Disadvantaged	47.4
English Learners	9.2
Students with Disabilities	8
Foster Youth	0.4
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	21	20	41
Without Full Credential	1	1	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2019-20)

Year and month in which data were collected: August, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EngageNY Curriculum 5th-8th grade	No	0
Mathematics	5th Go Math Houghton Mifflin Harcourt 2014/15 6th-8th Big Ideas Houghton Mifflin Harcourt 2014/15	Yes	0
Science	5th Houghton Mifflin 2008/2009 6th – 8th Prentice Hall 2008/09	Yes	0
History-Social Science	5th Houghton Mifflin 2006/07 6th-8th Discovery Education 2019/2020	Yes	0

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

Rio Bravo Greeley maintains a safe and clean environment and has adequate facilities to support its students. The facilities and the maintenance thereof meet all the requirements of the Williams Settlement. The school consists of 20 classrooms, library, band room, auditorium, and a gymnasium. The playground has swings, a play structure, asphalt basketball and tether ball courts, as well as a football field. The district's custodial and maintenance staff maintain all school facilities. Classrooms and restrooms are cleaned daily. The school site has made efficiency improvements and installed solar panels in 2018.

## 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

Year and month of the most recent FIT report: 10/11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	49	53	49	52	50	50
<b>Mathematics (grades 3-8 and 11)</b>	34	36	39	39	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	517	510	98.65	1.35	53.14
<b>Male</b>	264	259	98.11	1.89	47.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	253	251	99.21	0.79	59.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Filipino	--	--	--	--	--
Hispanic or Latino	222	218	98.20	1.80	39.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	264	261	98.86	1.14	63.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	258	255	98.84	1.16	38.82
English Learners	94	92	97.87	2.13	25.00
Students with Disabilities	48	48	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	517	511	98.84	1.16	36.01
Male	264	259	98.11	1.89	36.29
Female	253	252	99.60	0.40	35.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	222	219	98.65	1.35	24.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	264	261	98.86	1.14	43.30
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	258	256	99.22	0.78	25.00
English Learners	94	93	98.94	1.06	15.05
Students with Disabilities	48	48	100.00	0.00	10.42
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.9	27.8	48.7
7	9.9	21.8	57.0

Note: 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.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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The School Site Council is a group of elected parents and staff members that provide input to help guide the administration and School Board in making policy decisions regarding the school's operation and instructional programs. They achieve this by giving input about The School Plan for Student Achievement. Each year the Plan is updated and the School Site Council, which is comprised of four parents, two teachers, one classified staff, and the principal, examines data to identify areas of the educational program in need of improvement. From this list, several school goals are identified for the school year, along with the resources required from the appropriate funding source to implement and achieve these goals. There are advisory committees which provide input to the Site Council to help develop The Single School Plan for Student Achievement. The English Language Advisory Committee meets periodically to examine how our program can be enhanced to better meet the needs of English Learners within the District. Parents and committees provide valuable input to the Site Council that is crucial in helping them develop strategy and budget revenues to Programs.

The Parent Teacher Club is as an organization of dedicated parents that is instrumental in organizing and implementing a wide range of activities throughout the school year and raising funds to provide equipment, field-trips and materials not covered by the budget. Events organized by the PTC include, the Fall Carnival, school dances, parent nights and many other special activities for our community. Requests are made by staff and the administration throughout the year for special projects and materials which cannot be financed in the school site budget. PTC members can also volunteer to help in their children's classrooms.

The Rio Bravo-Greeley Educational Foundation is a group of volunteers that have been instrumental in generating money to improve our technology goals. The Educational Foundation. has been involved in identifying sources of funding, both institutional and private, to fund projects identified by the board. One of the most recent projects funded by the Education Foundation was the donation of the funds to purchase our Robotics competition practice components. With their generous donations we are able to provide our students with modern 21st Century classrooms.

Other organizations that give the parents the opportunity to become involved at school are the Sports Boosters and the Band Boosters. Both organizations play a key role in fund raising and event coordination for the athletic and music programs at Rio Bravo-Greeley. These organizations also provide parents the opportunity to get personally involved with the students by coaching and helping with uniforms and equipment, and providing their assistance where it is needed. Both the music and the athletic programs are outstanding for a school of our size and their organizations have played a key role in their success.



## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	4.1	5.1	4.2	2.2	3.1	2.8	3.6	3.5	3.5
<b>Expulsions</b>	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The school comprehensive safety plan was developed to assure a safe learning environment for our school community. The plan addresses disciplinary policies and student programs that foster a nurturing educational environment. Discipline policies are discussed by staff, administration, and the Site Council at the end of each year. Adjustments are made in policy and/or procedure upon consensus and the changes recorded in the Safety Plan. The Plan also outlines procedures and a chain of command in the event of emergencies. Responsibilities have been assigned to the majority of the staff at the district and site level to assure coordinated efforts and a defined chain of command should an emergency situation occur. The Plan outlines specific steps to be followed during and an emergency.

School safety is a high priority for our school, in the case of emergency, all teachers' roles are clearly stated. If we need to evacuate our campus, we have an offsite location arranged. All secretaries and additional office staff will retrieve all student information cards so that we may contact all parents and/or emergency contacts listed on the information card.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
<b>English</b>	23	5	9		21	6	8	1	21	7	5	3
<b>Mathematics</b>	27	1	9		26	2	7	1	27	3	3	5
<b>Science</b>	21	5	9		22	4	8		25	3	5	4
<b>Social Science</b>	27	1	8		24	2	8		28	2	7	1

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6724.83	1156.73	5568.10	6938.44
District	N/A	N/A	2845.13	66360
Percent Difference - School Site and District	N/A	N/A	64.7	-162.1
State	N/A	N/A	7506.64	77619
Percent Difference - School Site and State	N/A	N/A	-29.7	-167.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Our core program is augmented by a number of supplemental programs that benefit students with specific needs. We have a Response to Intervention (RTI) program for under-achieving students, a Gifted and Talented Education (GATE) program for high achieving students, a Limited English Proficiency (LEP) program for English Learners, and Special Education for students with learning challenges. In addition, RBG offers an elective called AVID which stands for Advancement Via Individual Determination. Students learn organizational and study skills, work on critical thinking and asking probing questions, receive academic help from peers, and participate in enrichment and motivational activities which steer them on a path towards college. Our RTI program offers services to students in English Language Arts and Math. Students who are not at grade level in the subject are eligible for the program and receive targeted instruction. Teachers meet frequently during PLC time to evaluate student data for RTI entrance and exit of students. We offer multiple sections of Reading Plus/Lexia, Math Intervention and Math Intensive (Tier 3) electives.

Our GATE program provides enrichment activities to gifted students who qualify in grades 6th through 8th. Our staff have been trained in differentiated instruction to help the teachers modify instruction and assignments to accommodate those students that need more of a challenge as well as those struggling to master the curriculum. We feel that gifted students are gifted all the time and need the challenge throughout the day and the curriculum. The variety of electives also offer our GATE students a variety of choice and enrichment. These electives include: Science, Technology, Engineering and Math (STEM) electives, drama, coding, Spanish, French, band, choir, AVID, and art classes.

Our Special Education Program consists of a Resource Specialist Program (RSP) and a Special Day Class for children with mild to moderate learning disabilities. RSP provides academic assistance and accommodations to students that participate in the regular education program the majority of their day. In RSP, the students receive individual and small group academic assistance from the Resource Teacher and instructional aides.

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,576	\$49,378
Mid-Range Teacher Salary	\$63,920	\$77,190
Highest Teacher Salary	\$80,674	\$96,607
Average Principal Salary (Elementary)	\$108,999	\$122,074
Average Principal Salary (Middle)	\$110,884	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$140,219	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	15

Rio Bravo-Greeley School provides four minimum days each year for staff development. Teachers and administrators attend these staff development day to improve the overall instructional program at our school. In addition, faculty meet weekly for approximately 45 minutes in Professional Learning Communities and staff also have had off-site training opportunities in the following areas: AVID, Explicit Direct Instruction, Response to Intervention, STEM, Social Studies, Math, and Positive Behavior Intervention Supports (PBIS). Some of the topics covered during our professional development days have been Common Core State Standards (developing priority standards), Common Core Writing (Write From the Beginning), Common Core Math, ELA curriculum development, English Learner Strategies, Response to Intervention strategies, Next Gen Science Standards, Google Classroom training, Classroom Management, Critical Reading, AVID, Thinking Maps, PBIS, Growth Mindset, Illuminated data systems, CAASSP data analysis, grading, Lexia, STAR Math, and STAR Reading. Additionally, each teacher has one day the district provides to them to go off site or on campus to observe best practice by fellow teachers.