

# **Rio Bravo 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 Elementary School
<b>Street</b>	22725 Elementary Lane
<b>City, State, Zip</b>	Bakersfield, CA 93314
<b>Phone Number</b>	(661) 588-6313
<b>Principal</b>	Pam Stanley
<b>Email Address</b>	pstanley@rbgusd.org
<b>Website</b>	www.rbgusd.k12.ca.us
<b>County-District-School (CDS) Code</b>	15735446117816

Entity	Contact Information
<b>District Name</b>	Rio Bravo-Greeley Union 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 Elementary (RBE) is dedicated to providing 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. We have highly qualified teachers who are committed to ensuring that each and every students' needs are met through strong first instruction in the classroom. RBE 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 recognized and encouraged.

Our school is a TK-4 grade school which is part of the Rio Bravo-Greeley Union School District. The staff consists of a principal, vice principal, (27) classroom teachers, (1) Title 1 reading teacher, (1) certificated intervention teacher, (1) Speech Therapist, (.5) PPS, several Instructional Aides, and (1) Library Aide. Every student in grades TK through four have their own Chromebook to use in the classroom. All classrooms are equipped with Smartboards, which are interactive white boards providing optimum learning experiences for the students. Teachers also have document cameras, allowing them to project images on the Smartboards.

Rio Bravo Elementary has quarterly awards ceremonies so we can honor and recognize our students' achievement in academics, behavior, and perfect attendance. We also recognize our students with outstanding character traits each quarter. We offer many rewards and incentives to keep our students focused on always being their best.

RBE has an active Parent Teacher Club and Educational Foundation 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 parents. We know communication with our parents and 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>Kindergarten</b>	149
<b>Grade 1</b>	79
<b>Grade 2</b>	108
<b>Grade 3</b>	117
<b>Grade 4</b>	117
<b>Total Enrollment</b>	570

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

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.4
Asian	0.4
Filipino	0.7
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.4
White	54
Two or More Races	0.5
Socioeconomically Disadvantaged	49.8
English Learners	15.1
Students with Disabilities	6.7
Foster Youth	0.5
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	24	24	21	41
Without Full Credential	0	3	6	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:** December 2019

We are currently using the Core Knowledge curriculum in grades TK-2 and the Engage NY curriculum in grades 3-4. Both of these Language Arts curriculums are Common Core Aligned.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core Knowledge TK-2 Engage NY 3-4	No	0
Mathematics	Go Math by Houghton Mifflin Harcourt 2014-2015	Yes	0
Science	Houghton Mifflin 2004-2005	Yes	0
History-Social Science	Houghton Mifflin 2006-2007	Yes	0

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

Rio Bravo Elementary 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 26 classrooms, library, music room, reading lab, speech therapy room, and multi-purpose cafeteria. The playground has swings, a large play structure, asphalt basketball and tether ball courts, as well as adequate room for soccer and other team sports. The District's custodial and maintenance staff maintains all school facilities. Classrooms and restrooms are cleaned daily, and the school is in good repair. One portable classroom was added to the campus for the 2014-15 school year. School Site has completed an energy audit as authorized by Proposition 39 California Energy Jobs Creation Act. The School Site had energy efficiency improvements completed in the first half of 2016. In the fall of 2018, solar panels were successfully installed over a parking area for additional energy efficiency.

## 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:** 08/20/2018

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	49	49	52	50	50
<b>Mathematics (grades 3-8 and 11)</b>	49	47	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>	227	224	98.68	1.32	48.66
<b>Male</b>	112	110	98.21	1.79	44.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	115	114	99.13	0.87	52.63
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	36.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	121	119	98.35	1.65	57.14
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.44	1.56	32.54
English Learners	47	47	100.00	0.00	25.53
Students with Disabilities	18	18	100.00	0.00	27.78
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	227	224	98.68	1.32	46.88
Male	112	110	98.21	1.79	44.55
Female	115	114	99.13	0.87	49.12
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	94	93	98.94	1.06	32.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	121	119	98.35	1.65	57.14
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.44	1.56	31.75
English Learners	47	47	100.00	0.00	27.66
Students with Disabilities	18	18	100.00	0.00	33.33
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			

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)

Parents have many opportunities to be involved at Rio Bravo Elementary School. Parent volunteers are utilized at all grade levels in all classrooms. Our parent volunteers log hundreds of hour each month supporting the academic curriculum. RBE holds regularly scheduled English Learner and Parent Engagement events jointly with RBG, our 5th-8th grade adjoining campus. At these engagement events, families have the opportunity to learn strategies to help students at home with their homework and receive training on school wide programs that assist them in becoming more involved in all aspects of they children's education.

Parents are encouraged to join and participate in many or all of the following support organizations:

RBE English Language Advisory Committee (ELAC)

RBG District English Language Advisory Committee (DELAC)

RBE School Site Council

RBE Parent Teacher Club

RBG Educational Foundation

RBE/RBG Sports Booster Club

RBE/RBG Music Booster Club

RBG District Advisory Group

### 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>	0.7	1.3	1.6	2.2	3.1	2.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

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

School safety is a high priority for Rio Bravo Elementary. 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 contact listed on the information card.

Also, included in the plan are all policies concerning fire and additional emergency contact numbers.

Our plan is reviewed and approved annually by our governing board and available in our office. Currently, we are reviewing our plan on a District level. A district safety team has been created to review the safety plans of both campuses of the RBGUSD with the intent of a comprehensive district-wide plan. Stakeholders from both campuses comprise the team. Our School Site Council has opted to delegate the development of our comprehensive safety plan to this safety team.



## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	5		17	5	2		21	1	6	
1	22	1	4		20	1	4		16	4	1	
2	21		5		22	1	4		19	1	4	
3	20	1	5		27		4		20	1	5	
4	39	1	4	1	39	1	4	1	41		5	1
Other**												

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.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	
Resource Specialist (non-teaching)	
Other	2.3

\*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	6742.63	1279.70	5462.92	64514.11
District	N/A	N/A	2845.13	66360
Percent Difference - School Site and District	N/A	N/A	63.0	-2.8
State	N/A	N/A	7506.64	77619
Percent Difference - School Site and State	N/A	N/A	-31.5	-18.4

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)

Students have access to our Reading Lab, staffed with (1.5) certificated teachers and (2) instructional aides who provide targeted instruction in reading with priority given to our students receiving free and reduced lunches. They also have priority to extended year and/or "Jump Start" programs based on specific needs. English learners have access to additional support from an instruction aide beyond the English language instruction provided by the classroom teacher.

## 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 Elementary has at least four early release days each year for staff development. Teachers and administrators attend these staff development days to improve the overall instructional program at our school. In addition, teachers meet as a grade level for one hour a week in their Professional Learning Communities. These meetings allow ongoing collaboration between teachers and provide continuity among the grade level. Our staff has also participated in off-site trainings on a variety of topics such as AVID, Thinking Maps, Technology, English Language Development strategies, Common Core State Standards, Lexia, Positive Behavior Instructional Supports, Illuminate assessment programs, and curriculum development in both Mathematics and English Language Arts. Additionally, each teacher has one day the district provides to them to go off site or on campus to observe best practices.