

# **Park View Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Park View Elementary School
Street	751 Cindy Drive
City, State, Zip	Ripon
Phone Number	209-599-1882
Principal	Jim Schuller
Email Address	jschuller@riponusd.net
Website	www.parkviewelementary.net
County-District-School (CDS) Code	39686500108035

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ripon Unified School District
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobeson@riponusd.net
Website	www.riponusd.net

### School Description and Mission Statement (School Year 2020-2021)

#### School Profile

Park View Elementary School opened August 3, 2005, as a K-3 school. It is part of the Ripon Unified School District in Ripon, California. As of 2020-21, there are five elementary schools and one comprehensive high school, and one continuation high school in the Ripon Unified School District. At Park View we have two kindergartens, two first grades, two second grades, and two third grades at the primary levels that average 24 students per grade. At the intermediate level there are two fourth, two fifth, two sixth, two seventh, and two eighth grade classes that each average 28 students. There are two Learning Centers that service special needs students in addition to general education students who qualify for help as determined by benchmark and progress monitoring assessments. Park View serves 454 students in grades K-8. Park View serves primarily "middle class" students with 18.1% designated socio-economically disadvantaged. The ethnic makeup is currently 46.26% Caucasian, 30.62% Hispanic, 13.44% Asian, 0% Pacific Islander, .1.32% American Indian, .22% African American, 2.20 % Filipino, and 5.95% multiple. The Park View student body consists of 9.42% English language learners. Park View Elementary School educates students on a traditional calendar system. Classroom instruction is provided in self-contained classroom environments where students receive instruction from one homeroom teacher. Beginning in the fifth grade, students are given the opportunity to receive special instruction in band from a district music resource teacher. Fourth through eighth grade students receive Physical Education instruction from a credentialed PE teacher. Our School Staff includes a total of 20 credentialed teachers, one administrator and the following support personnel: 2 1:1 instructional aides, 2 secretaries, a Bilingual Aide, a Speech and Language Aide, 2 three hour LC Aides, 1 six hour LC Aide, 1 Physical Education Aide, a Library Clerk, and 2 custodians. Our school has an active Parent Faculty Association, School Site Council, Leadership Team, MTSS Team, English Learner's Advisory Committee, Technology Committee and Student Study Team. There are 6.85% of our students who receive Special Education services at Park View. The Speech and Language teacher provides services to the eligible preschool students from the Ripon Unified School District at Park View. Park View houses a K-3 San Joaquin County Office of Education autism program.

## Park View Mission Statement

The mission statement is- All Students Learning to Aspire to Greatness, Inspire Others, and Change the World.

## Vision

Our vision at Park View Elementary School is based on a combination of standards based instruction and an atmosphere of goodwill and energy that we believe will help create a productive and positive school climate. We believe all children can learn. Children learn in different ways and are provided a variety of instructional approaches to support their learning. We set high expectations for all children through standardized curriculum and instruction. We recognize diversity and offer all students opportunities to express their individual needs and talents through a variety of artistic, technological, athletic, social, and intellectual outlets. We believe learning takes place in a supportive and safe environment where creativity and risk taking is encouraged.

## Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	47
Grade 1	47
Grade 2	49
Grade 3	49
Grade 4	52
Grade 5	57
Grade 6	58
Grade 7	54
Grade 8	57
Total Enrollment	470

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.9
Asian	12.8
Filipino	2.8
Hispanic or Latino	32.6
White	46.2
Two or More Races	4
Socioeconomically Disadvantaged	22.1
English Learners	9.6
Students with Disabilities	6.6
Homeless	2.1

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	18.5	21	162
Without Full Credential	1	2	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 TK: World of Wonders K-5: CA Wonders 6-8: CA Study Sync	Yes	0
Mathematics	McGraw-Hill Education; 2014 TK-2: MY MATH  Houghton Mifflin Harcourt; 2014 3-5: Math In Focus 6-8: Math In Focus	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Amplify; 2019 TK-8	Yes	0
History-Social Science	Harcourt School Publishers; 2007 K-5: Reflections  Glencoe McGraw-Hill; 2007 6-8: Discovering Our Past, CA Series: Ancient Civilizations, Medieval & Early Modern Times, The American Journey to WWI		0

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

## School Facility Conditions and Planned Improvements

Site is in good condition. Carpet is starting to buckle in some classrooms. Will need to be addressed in the near future. Carpet is being monitored.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	80	N/A	64	N/A	50	N/A
Mathematics (grades 3-8 and 11)	74	N/A	45	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	56	N/A	41	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

Parents and the community are important partners in providing a quality educational program for all of our students. Parents are highly encouraged to participate in leadership activities on campus, volunteer in the classroom, and attend school-wide events. With these activities being on hold during the pandemic there has been a more concerted effort for virtual meetings and opportunities - virtual night with the principal - virtual PFC meetings - virtual teacher contacts with parents - and possible virtual recognition assemblies are being explored. Specific opportunities available to parents include but are not limited to: School Site Council, English Learners Advisory Committee, District Committees, direct classroom assistance, student store assistance, multi cultural activities, special class programs/projects, room parents, homework assistance, the Parent Faculty Club, field trips, monthly coffee with the principal, monthly night parent meetings, open house, parent teacher conferences, and special assemblies.. The hope of the district and the site is to return to live meetings once the pandemic is under control. The typical parent classroom volunteer average for the 2019 -2020 school year was 50 parents per week. With the COVID - 19 pandemic there has been very limited opportunities for parent volunteers. For more information regarding activities, please contact Jim Schuller at the school office at (209) 599-1882.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	1.0	3.7	2.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.24	1.97	
Expulsions	0.0	0.08	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

The Safe Schools Plan is in use by Park View Elementary and is updated as needed at quarterly Safety Committee meetings or as necessary. Fire and safety drills are conducted on a regular basis. The Safe Schools Plan is developed in accordance with the Standardized Emergency Management System (SEMS), the system required by Gov. Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. The Park View Safety Plan was updated and approved by the Park View School Site Council/Safety Committee on 12-8-2020. School Site Council/Safety Committee are scheduled for the following dates: 12/8/20, 1/12/21, 3/16/21, 4/27/21. Current flipcharts (Redbooks) have been provided to all classrooms. The Ripon Police Department provides input to the plan. Physical Education program adopted and used in accordance with the CA Ed Code; and the Healthy Kids core modules of alcohol, drug and tobacco prevention and awareness, as available. Surveys are administered on line and data is used to drive instruction as needed. Sexual Harassment, Mandated reporting, and chemical use requirements were completed by all staff members by 10/1/20.

## 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22		2		24		2	2	24			
1	24		2		23		2		24		2	
2	25		2		25		2		25	2		
3	26		2		26		2		25		2	
4	28		2		27		2		26		2	
5	25		6		28		2		29		2	
6	26		10		27	1	10	1	25	2	10	
Other**									44			1

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9712.26	2324.53	7387.73	70732.31
District	N/A	N/A	8063.62	\$72,732
Percent Difference - School Site and District	N/A	N/A	-8.7	-2.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-4.8	-6.8

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

#### Types of Services Funded (Fiscal Year 2019-2020)

These are some of the programs and supplemental services that are available at Park View School and funded through either State and Federal funds or other sources.

- Drug/Alcohol/Tobacco Education
- Character Strong
- RTI
- Restorative Practices
- Instructional Materials
- Staff Development
- English Learner support
- Special Education
- Class Size Reduction
- GECAC/Teacher tutoring
- Read 180

#### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,461	\$47,145
Mid-Range Teacher Salary	\$68,568	\$74,952
Highest Teacher Salary	\$92,520	\$96,092
Average Principal Salary (Elementary)	\$120,078	\$116,716
Average Principal Salary (Middle)		\$120,813
Average Principal Salary (High)	\$132,365	\$131,905
Superintendent Salary	\$176,617	\$192,565

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4

High importance is placed on training qualified teachers. Teachers have the opportunity on minimum days to participate in planning and training activities. Training subjects have included, English Language Development, technology training, professional learning community development, the rigor of the new Common Core standards and implementing highly effective instructional strategies with Amplify Science. Training subjects have also included Thinking Maps, ELD writing strategies, Read 180, AimsWeb Plus, Differentiated Instruction, Impact Teams, Restorative Practices, and Social Emotional training to support MTSS. Teachers participate in a variety of training on site, as well as attending workshops and conferences off site. Lesson observation among classrooms is arranged by the Principal in an effort to support Teacher and Student learning. Grade level teams are developing and implementing common formative assessments, collecting and studying the data, and implementing instructional strategies to aid in the progress of our English Language Learners and struggling learners. The focus for the coming year is further implement Thinking Maps and Guided Language Acquisition and Design. These measures ensure that the most up-to-date, researched, and proven instructional methods are used in our classrooms.