

# Ripon Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Ripon Elementary School
<b>Street</b>	509 West Main St.
<b>City, State, Zip</b>	Ripon
<b>Phone Number</b>	209.599.4225
<b>Principal</b>	Dana Phelps
<b>E-mail Address</b>	daphelps@sjcoe.net
<b>Web Site</b>	www.riponel.com
<b>CDS Code</b>	39686506042477

District Contact Information	
District Name	Ripon Unified School District
Phone Number	(209) 599-2131
Superintendent	Dr. Ziggy Robeson
E-mail Address	zrobeson@sjcoe.net
Web Site	www.riponusd.net

### School Description and Mission Statement (School Year 2018-19)

The passage of Proposition 98 included a requirement that each school in the state produce an annual Report Card to inform parents and the community about the school and its programs. As you read this, our 28th Report Card, you will understand more about our total school program.

Our school staff included a total of 22 Credentialed Teachers, one Administrator, and the following support personnel: 13 Instructional Assistants, 2 Secretaries, 2 Bilingual Aides, a Library Clerk, 2 Custodians and 4 yard duty supervisors. Our school has an active Parent Club, School Site Council, and English Language Advisory Committee (ELAC).

With the implementation of Common Core Standards there has been an emphasis on providing training for our teachers in this area. Along with district wide in-services, teachers have been provided the opportunity to attend multiple trainings on the Common Core Standards in both Language Arts, Math, and New Generation Science Standards (NGSS).

The discipline philosophy of Love and Logic has been implemented school wide. This is a discipline philosophy that encourages relationship building with students and students being held accountable for the natural consequences that come with decisions they make. Teachers have been inserviced on the components of Love and Logic and are encouraged to use it daily with their students. Our library contains Love and Logic resources that are available to staff and parents to use. Teachers are encouraged to attend trainings and conferences involving Love & Logic. Love and Logic also supports our Multi Tier System of support that will assist our students with social and emotional needs.

We strongly encourage positive character traits for our students. Each month a specific character trait is identified school wide and is discussed by the teachers with their students. Recognition of students who demonstrate positive character traits are done at all monthly assemblies.

Our Mission Statement is: "We create critical thinkers to develop powerful leaders."

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	65
Grade 1	46
Grade 2	51
Grade 3	34
Grade 4	56
Grade 5	48
Grade 6	53
Grade 7	61
Grade 8	62
Total Enrollment	476

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.8
Asian	4.4
Filipino	0.4
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0.2
White	47.9
Socioeconomically Disadvantaged	46.2
English Learners	13.0
Students with Disabilities	11.1
Foster Youth	0.6

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	20	21	145
Without Full Credential	3	2	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Education; 2016 TK: World of Wonders K-5: CA Wonders 6-8: CA Study Sync	Yes	0
<b>Mathematics</b>	McGraw-Hill Education; 2014 TK-2: MY MATH  Houghton Mifflin Harcourt; 2014 3-5: Math In Focus 6-8: Math In Focus	Yes	0
<b>Science</b>	Harcourt School Publishers; 2004 K-5: CA Science Series  Holt, Rinehart, and Winston; 2004 6-8: Holt Science and Technology, Earth, Life, and Physical Science	Yes	0
<b>History-Social Science</b>	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	Yes	0
<b>Health</b>	Too Good For Drugs		0

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

All buildings except wing 5, roofs are aging and will need replacing when money allows. HVAC units, except admin office and wing 5 are aging and will need replacing when money allows. -Main electrical service cabinet is rusted, deteriorated and needs replacement son. Windows in all buildings need to be reglazed.

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

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: May 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Band room: *Note-exterior stucco damage to west wall #4- Flooring replacement needed in all rooms except staff lounge (office), #8-restrooms need refurbishing, #11 missing some floor tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	#8-restrooms need refurbishing #4- Flooring replacement needed in all rooms except staff lounge (office), #8-restrooms need refurbishing, #11 missing some floor tiles.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	#4- Flooring replacement needed in all rooms except staff lounge (office), #8-restrooms need refurbishing, #11 missing some floor tiles.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Wing 1: #15 Windows glazing deteriorating, some dry rot on the exterior of windows. Wing 2: #15 Windows glazing deteriorated. Wing 3: #15 Windows glazing deteriorated. Wing 4: Windows glazing deteriorating, boards warping

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

<b>Year and month of the most recent FIT report: May 2018</b>	
<b>Overall Rating</b>	<b>Good</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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	53.0	62.0	59.0	61.84	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	44.0	42.0	50.98	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	305	99.03	61.64
Male	161	159	98.76	50.31
Female	147	146	99.32	73.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	84.62
Filipino	--	--	--	--
Hispanic or Latino	129	128	99.22	55.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	145	98.64	66.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	50.00
English Learners	64	64	100.00	30.77
Students with Disabilities	28	27	96.43	20.69
Foster Youth	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	305	99.03	43.61
Male	161	159	98.76	42.77
Female	147	146	99.32	44.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	53.85
Filipino	--	--	--	--
Hispanic or Latino	129	128	99.22	39.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	145	98.64	46.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	148	100	34.46
English Learners	64	64	100	15.38
Students with Disabilities	29	28	96.55	10.35
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0	27.1	25.0
7	17.7	29.0	29.0

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

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 and outside of the classroom, and attend school-wide events. Specific opportunities available to parents include, but are not limited to: service on the School Site Council and English Language Advisory Committee, direct classroom assistance, multicultural activities, library assistance, special class programs/projects, room mothers, field/play day, assisting with computers, coaching, and the Parent Faculty Club. More information regarding activities can be obtained from the school's office and/or the classroom teachers.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.3	5.7	2.4	4.1	4.2	3.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Student safety is our highest priority. Fire and disaster drills are conducted on a regular basis; lockdown drills are held once a semester. Ripon Elementary School has a Safety Plan that outlines all aspects of school safety including lockdowns and fire drill procedures, visitor policy, and roles and responsibilities during an emergency. Staff members review the School Safety Plan and emergency procedures at least once a year. The School Safety Plan was last reviewed and updated on December 4 2018.



Students are supervised by adults throughout the entire school day. When not in the classroom with their teachers, students are supervised by yard duty supervisors, instructional aides, and the school administrator. There is a designated area for student drop off and pick up before and after school. Any visitors to the school must register at the school office and wear a badge prominently displayed while on school grounds. Permission is necessary ahead of time in order to enter classrooms. Only authorized people with proper identification may pick up a child from school.

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	22		3		22		3		21	1	2	
<b>1</b>	25		1		22		2		23		2	
<b>2</b>	26		2		24		1		24		2	
<b>3</b>	23		2		27		2		25		1	
<b>4</b>	25		2		25		2		28		2	
<b>5</b>	27		2		26		2		24		2	
<b>6</b>	30		2		29		2		27		2	
<b>Other</b>	32		2	1	31		4		31		4	

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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	.5	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	.2	N/A
<b>Speech/Language/Hearing Specialist</b>	.5	N/A
<b>Resource Specialist (non-teaching)</b>		N/A
<b>Other</b>		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9350.86	2271.89	7078.97	66929.46
District	N/A	N/A	7517.79	\$68,976
Percent Difference: School Site and District	N/A	N/A	-6.0	-3.0
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-0.6	-6.5

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 2017-18)**

These are the programs and supplemental services that are available at Ripon Elementary School and funded through either LCAP, Title 1. or other funds.

Drug/Alcohol/Tobacco Education  
 GECAC Tutoring  
 English Learner Support  
 Staff Development  
 Special Education  
 Response to Intervention (RTI)  
 Home-to-School Transportation  
 Instructional Materials  
 Enrichment

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,176	\$45,681
Mid-Range Teacher Salary	\$65,267	\$70,601
Highest Teacher Salary	\$88,111	\$89,337
Average Principal Salary (Elementary)	\$119,584	\$110,053
Average Principal Salary (Middle)	\$0	\$115,224
Average Principal Salary (High)	\$119,128	\$124,876
Superintendent Salary	\$164,874	\$182,466
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

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

High importance is placed on training qualified teachers. Training subjects have included Site School Plan revisions, Common Core ELA and Math, as well as the Next Generation Science Standards, Differentiated Instruction, Love and Logic training to support MTSS, and changes to the state's testing program. Staff will participate in further training in the MTSS model through the district and county. Teachers participated in four days of professional development through the district in 16/17, five days in 17/18 and will complete four in the 18/19 school year. These measures ensure that the most up-to-date, researched, and proven instructional methods are used in our classrooms.