Ripona 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)

School Contact Information	
School Name	Ripona Elementary School
Street	415 East Oregon St.
City, State, Zip	Ripon, CA 95366-2138
Phone Number	209 599-4104
Principal	Gregg Elliott
E-mail Address	gelliott@sjcoe.net
Web Site	http://www.riponaelementary.com
CDS Code	39686506042485

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

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

Ripona School enrolls grades Transitional Kindergarten through eighth grade on a traditional school calendar system. Ripona School is one of five elementary schools served by the Ripon Unified School District, located in San Joaquin County. In addition, the district has one comprehensive high school with an independent study program and a continuation school. Ripona School is part of the Ripon Unified School District. For the 2017-2018 school year, the enrollment for grades TK-8 was 429 students. The ethnic makeup of the school was 48.6% Hispanic, 43.1% Caucasian, 4.5% Asian, .5% African-American, .5 Pacific Islander, and 2.9% other/multiple ethnicity.

Our school staff included a total of 20 Credentialed Teachers, 1 Administrator, and the following support personnel: 6 Instructional Assistants, 2 Secretaries, 1 librarian, 2 Bilingual Aide, 1 Bilingual Aide/Family Liaison, and two Custodians. Our school has an active Parent Club, School Site Council, and English Language Advisory Committee (ELAC).

Our Mission is as follows:
We are committed to working together with parents and the community to provide a high quality education. The school will create a safe learning environment characterized by trust and respect. We ensure that each student will be a contributing citizen in an ever changing diverse and global society.

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

Grade Level	Number of Students
Kindergarten	65
Grade 1	43
Grade 2	44
Grade 3	43
Grade 4	29
Grade 5	48
Grade 6	53
Grade 7	31
Grade 8	62
Total Enrollment	418

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	4.3
Filipino	0.2
Hispanic or Latino	48.6
Native Hawaiian or Pacific Islander	0.5
White	43.1
Socioeconomically Disadvantaged	56.7
English Learners	23.0
Students with Disabilities	8.6
Foster Youth	0.0

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	17	19	19	145
Without Full Credential	2	1	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
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
Science	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
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	Yes	0
Health	Too Good For Drugs		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Repairs and /or additional maintenance are necessary in several areas of the school site. Roofs need replacement as money is available. Most rooms carpet has been replaced. A few rooms need new carpet.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: May 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	#13-Roof shingles needs replacement. Loose & missing roof shingles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	#14 Playground asphalt needs repair

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2018	
Overall Rating	**Fair**

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)	50.0	49.0	59.0	61.84	48.0	50.0
Mathematics (grades 3-8 and 11)	34.0	40.0	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	261	259	99.23	48.65
Male	134	133	99.25	45.11
Female	127	126	99.21	52.38
Black or African American	--	--	--	--
Asian	11	11	100.00	54.55
Filipino	--	--	--	--
Hispanic or Latino	124	123	99.19	35.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	113	99.12	61.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.32	34.25
English Learners	79	78	98.73	8.93
Students with Disabilities	23	23	100.00	9.52
Students Receiving Migrant Education Services	--	--	--	--

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	261	260	99.62	40
Male	134	134	100	41.79
Female	127	126	99.21	38.1
Black or African American	--	--	--	--
Asian	11	11	100	45.45
Filipino	--	--	--	--
Hispanic or Latino	124	124	100	29.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	113	99.12	49.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	147	100	25.85
English Learners	79	79	100	7.02
Students with Disabilities	23	23	100	14.29
Students Receiving Migrant Education Services	--	--	--	--

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	17.8	22.2	31.1
7	13.3	16.7	40.0

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 education 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. Specific opportunities available to parents include but are not limited to: direct classroom assistance, multicultural activities, library assistance, special class programs/projects, room mothers, Create a Gift Night, spring carnival, chaperoning activities, ice cream social, school bbq, field/play day, assisting with computers, ELAC committee, School Site Council, Parent Faculty Club, Open House, Back to School Night, Title I meetings, and IEP meetings. For more information regarding activities, please contact the principal at (209) 599-4104.

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	8.2	6.5	4.2	4.1	4.2	3.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.2	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. Ripona School has a Safety Plan that outlines all aspects of school safety including lock down and fire drill procedures, visitor policy, and roles and responsibilities. Staff members review the School Safety Plan and emergency procedures at least once a year. The School Safety Plan was reviewed and updated in November 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 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 while on school grounds. All volunteers must complete paperwork and be approved by the school administration. Permission is necessary ahead of time in order to enter classrooms. Only authorized persons 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+
K	21	2	2		21	1	2		22		3	
1	22		2		23		2		22		2	
2	27		1		22		2		22		2	
3	23		2		28		1		22		2	
4	24		2		22		2		29		1	
5	30		1		25		2		24		2	
6	30		2		25		1		27		2	
Other	32		2	1	31		3		31		3	

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
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		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	9754.65	2349.84	7404.81	69806.86
District	N/A	N/A	7517.79	$68,976
Percent Difference: School Site and District	N/A	N/A	-1.5	1.2
State	N/A	N/A	$7,125	$71,392
Percent Difference: School Site and State	N/A	N/A	3.9	-2.2

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 2017-18)

These are the programs and supplemental services that are available at Ripona School and funded through either LCAP or other sources.
Class Size Reduction
Drug/Alcohol/Tobacco Education
GECAC Tutoring
English Learner Support
Student Improvement Program
Staff Development
Special Education
Federal, ECIA/ESEA/IASA
Home-to-School Transportation
Instructional Materials
Learning Center Aides
Read 180
Math 180
Reading Mastery

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)

The primary focus for staff development is selected by teacher and student needs. Student achievement data from the STAR 360 are desegregated by grade level. The 2017/2018 Professional development was determined by these meetings. Teachers had professional development in the New Generation Science Standards and implementing them in the classrooms. Teachers also participated in professional development in Mathematics.Teachers received professional development in MTSS,RTI, Restorative Circles and Ellevation training to support ELD in the classroom. Professional development is delivered at the school site with the help of the San Joaquin County Office of Education or Ripona school personal. The professional development is supported by in-class coaching and teacher principal meetings for the 2017/2018 school year. There were 4 district sponsored professional development days in 2016-2017, 5 in 2017-18 and will be 5 district sponsored professional development days in 2018-2019.