

Ripona 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	Ripona Elementary School
Street	415 East Oregon St.
City, State, Zip	Ripon, CA 95366-2138
Phone Number	209 599-4104
Principal	Nate Baroni
Email Address	nbaroni@riponusd.net
Website	http://www.riponaelementary.com
County-District-School (CDS) Code	39686506042485

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ripon Unified 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)

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 2020-21 school year, the enrollment for grades TK-8 was 450 students. The ethnic makeup of the school was 52% Hispanic, 33% Caucasian, 6% Asian, and 9% other/multiple ethnicity.

Our school staff included a total of 24 Credentialed Teachers, 1 Administrator, and the following support personnel: 6 Instructional Assistants, 2 Secretaries, 1 librarian, 2 Bilingual Aides, 2 cafeteria aides, 4 yard duty aides, and 2 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 2019-2020)

Grade Level	Number of Students
Kindergarten	88
Grade 1	50
Grade 2	49
Grade 3	50
Grade 4	50
Grade 5	52
Grade 6	29
Grade 7	54
Grade 8	55
Total Enrollment	477

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

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	4.4
Filipino	1
Hispanic or Latino	49.1
White	37.9
Two or More Races	5.7
Socioeconomically Disadvantaged	49.3
English Learners	20.8
Students with Disabilities	9.9
Foster Youth	0.2
Homeless	7.3

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	22.5	24	162
Without Full Credential	1	0	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
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Too Good For Drugs		0

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

School Facility Conditions and Planned Improvements

Roofs need replacement as money is available. A few rooms need new carpet. During summer of 2018 2 rooms carpeting was replaced.

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: June 2019

System Inspected	Rating	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. #13 Loose & missing roof shingles. #14 Playground asphalt needs replaced.- Scheduled to be replaced summer 2021.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	#14 Playground asphalt needs replaced.- Asphalt scheduled to be replaced summer 2021.
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 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)	50	N/A	64	N/A	50	N/A
Mathematics (grades 3-8 and 11)	33	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
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)	40	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 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. Post-COVID, 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, Jog-a-Thon 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

(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	4.2	1.0	3.7	2.6	3.5	3.5
Expulsions	0.2	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	1.7	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)

Student safety is our highest priority. Fire and disaster drills are conducted on a regular basis; lockdown drills are held at least 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 2020.

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 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	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	1	2		22	1	2	2	22		2	
1	22		2		23		2		25		2	
2	22	1	1		25		2		25	2		
3	22		2		24		2		25		2	
4	29		1		26		2		25		2	
5	24		2		28		1		26		2	
6	27		10		29		10	1	22	2	5	
Other**									18	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	
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	11077.40	3086.64	7990.76	76410.13
District	N/A	N/A	8063.62	\$72,732

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-0.9	4.9
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	3.1	0.9

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

Types of Services Funded (Fiscal Year 2019-2020)

These are the programs and supplemental services that are available at Ripona School and funded through either Title I, lottery, LCAP or other sources.

- Class Size Reduction
- Drug/Alcohol/Tobacco Education
- GECAC Tutoring
- After School Tutoring
- English Learner Support
- Student Improvement Program
- Staff Development
- Special Education
- Federal, ECIA/ESEA/IASA
- Home-to-School Transportation
- Instructional Materials
- Learning Center Instructional Aides
- Read 180
- Math 180
- Reading Mastery
- Imagine Learning
- STEAM classes

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
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

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 2018/2019 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 from SJCOE in the area of Interactive Read Alouds. 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 RUSD and Ripona school personele. The professional development is supported by in-class coaching and teacher principal meetings for the 2018/2019 school year. There were 5 district sponsored professional development days in 2017-2018, and 4 district sponsored professional development days in 2018-2019. There were 5 district sponsored professional development days in 2019-2020. In 2019-2020, Ripona Teachers receive dtraining in ELD structures and strategies through SJCOE, GLAD training, Thinking Maps, Routines for Mathematical Reasoning, Character Strong training, and Best Teaching Strategies. In 2020-2021 there will be 4 professional development days. Ripona teachers will receive training in distance Learning strategies, Thinking Maps, Restorative Practices, and PBIS.