

Ripon Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Ripon Elementary School
Street	509 West Main St.
City, State, Zip	Ripon
Phone Number	209.599.4225
Principal	Dana Phelps
Email Address	daphelps@riponusd.net
Website	www.riponel.com
County-District-School (CDS) Code	39686506042477

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

School Description and Mission Statement (School Year 2019-20)

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).

Currently, Ripon Elementary has two classes of students in grades TK-8 with the exception of TK and 5th grade, that are singleton classes. Average classroom size across grades K-3 is 24. Average class size in grades 4-6 is 27 and the average class size in grade 7-8 is 27.25. Ripon Elementary also has a Tier 3 class with 12 students in the classroom. Ripon Elementary has two Learning Center teachers that service special needs students in addition to general education students who qualify for help as determined by benchmark and progress monitor assessments. Ripon Elementary serves 474 students in grades TK-8. Students are primarily from "middle class" homes with 46.2% determined as being socioeconomically disadvantaged. Ripon Elementary's student body consists of approximately 13% English Learners, 10.62% Students with Special Needs and an overall ethnic make-up of: 45.6 %Caucasian, 44.1 %Hispanic, 4.2% Asian, 0.6 % African American, 0.2 % Hawaiian/Pacific Islander, 0.6% American Indian, and two or more races, 4.6%.

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. Ripon Elementary uses Purposeful People and Character Strong curriculum to support social emotional learning.

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 2018-19)

Grade Level	Number of Students
Kindergarten	72
Grade 1	48
Grade 2	52
Grade 3	54
Grade 4	27
Grade 5	56
Grade 6	50
Grade 7	54
Grade 8	61
Total Enrollment	474

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	4.2
Hispanic or Latino	44.1
Native Hawaiian or Pacific Islander	0.2
White	45.6
Two or More Races	4.6
Socioeconomically Disadvantaged	44.5
English Learners	12.9
Students with Disabilities	10.8
Foster Youth	0.2
Homeless	6.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	21	22.5	157.5
Without Full Credential	2	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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 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

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 soon. Windows in all buildings need to be reglazed. Work is scheduled for the replacement of windows, fencing and entrance to the front office during summer of 2019.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: 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.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: 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.
Safety: 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.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: 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 Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	62	69	60	64	50	50
Mathematics (grades 3-8 and 11)	44	47	45	45	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	295	292	98.98	1.02	68.84
Male	142	140	98.59	1.41	56.43
Female	153	152	99.35	0.65	80.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	132	130	98.48	1.52	62.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	132	99.25	0.75	72.73
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	137	134	97.81	2.19	65.67
English Learners	61	60	98.36	1.64	58.33
Students with Disabilities	27	26	96.30	3.70	7.69
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	64.71

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	295	293	99.32	0.68	46.76
Male	142	140	98.59	1.41	44.29
Female	153	153	100.00	0.00	49.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	132	131	99.24	0.76	36.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	132	99.25	0.75	53.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	137	135	98.54	1.46	40.74
English Learners	61	61	100.00	0.00	34.43
Students with Disabilities	27	26	96.30	3.70	3.85
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	47.06

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.8	28.1	12.3
7	14.8	27.8	13.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.7	2.4	2.9	4.2	3.7	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2, 2019.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		3		21	1	2		21	1	3	
1	22		2		23		2		23		2	
2	24		1		24		2		25		2	
3	27		2		25		1		25		2	
4	25		2		28		2		27		1	
5	26		2		24		2		28		2	
6	29		2		27		2		27		2	
Other**	31		4		31		4		30		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.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.1

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9604.31	2765.36	6838.95	68320.71
District	N/A	N/A	7508.87	\$69,803.00

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	-9.3	-3.0
State	N/A	N/A	\$7,506.64	\$72,949.00
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 2018-19)

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
 Purposeful People and Character Strong
 Thinking Maps
 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,330	\$46,208
Mid-Range Teacher Salary	\$66,933	\$72,218
Highest Teacher Salary	\$90,337	\$92,742
Average Principal Salary (Elementary)	\$114,171	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$124,218	\$127,356
Superintendent Salary	\$170,645	\$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5

High importance is placed on training qualified teachers. Professional development has focused upon the rigor of the new Common Core standards and implementing highly effective instructional strategies with our new Science adoption and English Language Learners. Training subjects have also included Thinking Maps, ELD writing strategies, Read 180, AimsWeb Plus, Differentiated Instruction, and Love and Logic training to support MTSS. Teachers participate in a variety of trainings on site, as well as attending workshops and conferences off site. Teachers observe each other during lesson execution to learn from each other and watch student learning. Lesson observation among classrooms is arranged by the Principal in an effort to support Teacher and Student learning. Professional development days over the past three years include: five days for 2017/18, four days for 18/19 and five days in 2019-20. Content area teams are used to advance the progress of our English Language Learners which has been a focus this year with training in using 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. .