

Park View 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	Park View Elementary School
Street	751 Cindy Dr.
City, State, Zip	Ripon, CA 95366-9443
Phone Number	(209) 599-1882
Principal	Eva Matthews
E-mail Address	ematthews@sjcoe.net
Web Site	www.parkviewelementary.net
CDS Code	39686500108035

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)

School Profile

Park View Elementary School opened August 3, 2005, as a K-3 school. It is part of the Ripon Unified School District in Ripon, California. As of 2016-17, there are five elementary schools and one comprehensive high school, and one continuation high school in the Ripon Unified School District. At Park View we have two kindergartens, two first grades, two second grades, and two third grades at the primary levels that average 24 students per grade. At the intermediate level there are two fourth, two fifth, two sixth, two seventh, and two eighth grade classes that each average 28 students. There are two Learning Centers that service special needs students in addition to general education students who qualify for help as determined by benchmark and progress monitoring assessments. Park View serves 470 students in grades K-8. Park View serves primarily "middle class" students with 22.81% designated socio-economically disadvantaged. The ethnic makeup is currently 47.55% Caucasian, 32.62% Hispanic, 11.09% Asian, 0% Pacific Islander, .64% American Indian, .43% African American, and 4.26% other or not specified. The Park View student body consists of 10.02% English language learners. Park View Elementary School educates students on a traditional calendar system. Classroom instruction is provided in self-contained classroom environments where students receive instruction from one homeroom teacher. Beginning in the fifth grade, students are given the opportunity to receive special instruction in band from a district music resource teacher. Fourth through eighth grade students receive Physical Education instruction from a credentialed PE teacher. Our School Staff includes a total of 20 credentialed teachers, one administrator and the following support personnel: 2 1:1 instructional aides, 2 secretaries, a Bilingual Aide, a Speech and Language Aide, 2 three hour LC Aides, 1 six hour LC Aide, 1 Physical Education Aide, a Library Clerk, and 2 custodians. Our school has an active Parent Faculty Association, School Site Council, Leadership Team, English Learner's Advisory Committee, Technology Committee and Student Study Team. There are 6.61% of our students who receive Special Education services at Park View. The Speech and Language teacher provides services to the eligible preschool students from the Ripon Unified School District at Park View. Park View houses a K-3 San Joaquin County Office of Education autism program.

Park View Mission Statement

The mission of Park View Elementary School is to create the best possible learning environment for all students. We will value and encourage each child by being competent, flexible, and sensitive to the needs and abilities of all learners. We will focus on learning. We will recognize diversity and growth and development needs of each individual. We will model an attitude of enthusiasm and positive self-image. Our school will be a haven for harmony, courtesy, safety, and self-worth. We will embrace an atmosphere of goodwill and energy that creates a sense of belonging and family. We will teach in a way that addresses all modalities of learning. We will offer a variety of academic activities in an attempt to create an inclusive environment; so all students can be actively involved in learning. We will find ways to make learning enjoyable by appreciating creativity and having a good time in a respectful manner.

Vision

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

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	47
Grade 2	49
Grade 3	51
Grade 4	55
Grade 5	50
Grade 6	51
Grade 7	60
Grade 8	62
Total Enrollment	469

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.4
Asian	9.0
Filipino	3.4
Hispanic or Latino	32.6
Native Hawaiian or Pacific Islander	0.0
White	50.5
Socioeconomically Disadvantaged	24.9
English Learners	8.5
Students with Disabilities	5.5
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	20	19	19	145
Without Full Credential	1	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)

Park View School is a traditional educational facility serving 474 students in grades kindergarten through eighth. The school opened in the 2005/2006 school year, and was built to enroll students in two grades of each, kindergarten through eighth. Facilities are sufficient for the current and expected enrollment for the school. There are 21 classrooms, a multi- purpose room/cafeteria, band room, library, computer lab, science lab, before/after school program room, teacher workroom, staff lounge, and playgrounds. Two full-time custodians ensure the school facilities are cleaned on a daily basis. The district governing board has adopted cleaning standards for all district schools; a copy of this may be viewed at the school office. District maintenance staff ensure that the school's facilities are safe and are maintained in good working order. Emergency repairs are given the highest priority. All of Park View facilities are in good repair and provide a suitable learning environment. Site is in good condition. Carpet is starting to buckle in some classrooms. Will need to be addressed in the near future

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	D1 & D2 carpet starting to buckle E4 & E3 carpet is starting to fray
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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2018	
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 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)	73.0	76.0	59.0	61.84	48.0	50.0
Mathematics (grades 3-8 and 11)	63.0	73.0	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	328	328	100.00	75.61
Male	170	170	100.00	68.82
Female	158	158	100.00	82.91
Asian	28	28	100.00	89.29
Filipino	--	--	--	--
Hispanic or Latino	116	116	100.00	65.52
White	163	163	100.00	78.53
Two or More Races	14	14	100.00	85.71
Socioeconomically Disadvantaged	88	88	100.00	59.31
English Learners	54	54	100.00	28.
Students with Disabilities	26	26	100.00	22.22

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	328	326	99.39	73.31
Male	170	168	98.82	74.4
Female	158	158	100	72.15
Asian	28	28	100	92.86
Filipino	--	--	--	--
Hispanic or Latino	116	114	98.28	64.91
White	163	163	100	74.23
Two or More Races	14	14	100	78.57
Socioeconomically Disadvantaged	88	86	97.73	59.52
English Learners	54	52	96.3	40.
Students with Disabilities	25	23	92	36

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	18.0	26.0	32.0
7	15.3	25.4	39.0

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 the classroom, and attend school-wide events. Specific opportunities available to parents include but are not limited to: School Site Council, English Learners Advisory Committee, direct classroom assistance, student store assistance, special class programs/projects, room parents, homework assistance, and the Parent Faculty Club. The typical parent classroom volunteer average for the 2018 -2019 school year is 50 parents per week. For more information regarding activities, please contact Mrs. Eva Matthews at the school office at (209) 599-1882.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.2	2.1	0.6	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)

The Safe Schools Plan is in use by Park View Elementary and is updated as needed at quarterly Safety Committee meetings or as necessary. The Safe Schools Plan is developed in accordance with the Standardized Emergency Management System (SEMS), the system required by Gov. Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. The Park View Safety Plan was updated and approved by the Park View School Site Council/Safety Committee on 09-06-2018. School Site Council/Safety Committee are scheduled for the following dates: 9/6, 12/6, 2/7, and 5/9. Current flipcharts (Redbooks) have been provided to all classrooms. The Ripon Police Department provides input to the plan. The plan includes the health curriculum and Too Good for Drugs, in use at the site and articulated at each grade level; the Physical Education program adopted and used in accordance with the CA Ed Code; and the Healthy Kids core modules of alcohol, drug and tobacco prevention and awareness, as available. Surveys are administered on line and data is used to drive instruction as needed.

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	22		2		22		2		22		2	
1	24		2		22		2		24		2	
2	25		2		26		2		25		2	
3	26		2		26		2		26		2	
4	24		2		25		2		28		2	
5	28		2		26		2		25		2	
6	27		2		31		2		26		2	
Other	33			3	30		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.

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	.5	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.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	8732.79	1746.04	6986.74	67429.19
District	N/A	N/A	7517.79	\$68,976
Percent Difference: School Site and District	N/A	N/A	-7.3	-2.3
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-2.0	-5.7

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

- * Drug/Alcohol/Tobacco Education
- * English Learner support
- * Special Education
- * Class Size Reduction
- * GECAC/Teacher tutoring
- * Read 180

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)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. High importance is placed on training qualified teachers. Three full days are dedicated to staff development. Every Monday and Wednesday 4-8 grade students are released early so that staff members may participate in planning and training activities. Training subjects have included reading instruction, math instruction, new textbook implementation, English Language Development, technology training, professional learning community development, standards-based report card, on-line grade reporting, and in the transition to the common core standards and related strategies and training. These measures ensure that the most up-to-date, researched, and proven instructional methods are used in our classrooms. In 16/17 there were four professional development days. For the 17/18 school year, teachers attended five professional development days. 18/19 includes four days of professional development. Park View is incorporating eight week sessions of professional development for year 1 and 2 teachers, once a week.