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Park View Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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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	Park View Elementary School
Street	751 Cindy Drive
City, State, Zip	Ripon
Phone Number	209-599-1882
Principal	Jim Schuller
Email Address	jschuller@riponusd.net
Website	www.parkviewelementary.net
County-District-School (CDS) Code	39686500108035

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

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

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 2019-20, 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 21.8% designated socio-economically disadvantaged. The ethnic makeup is currently 40.9% Caucasian, 32.8% Hispanic, 21.1% Asian, 0% Pacific Islander, 4.1% American Indian, 1.1% African American. The Park View student body consists of 9.42% 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, MTSS Team, English Learner's Advisory Committee, Technology Committee and Student Study Team. There are 6.85% 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 current mission statement is under review under the guidance of the Professional Learning Community. With involvement from parents, students, classified and certificated staff a refocused mission statement will be developed in the 2019-20 school year. The past mission statement was _ 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

Upon completion of the Park View mission statement, the school will begin development of a new vision statement. The current vision statement is - 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 2018-19)

Grade Level	Number of Students
Kindergarten	47
Grade 1	45
Grade 2	49
Grade 3	51
Grade 4	54
Grade 5	56
Grade 6	53
Grade 7	53
Grade 8	62
Total Enrollment	470

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	11.3
Filipino	3.4
Hispanic or Latino	32.8
White	48.3
Two or More Races	3.2
Socioeconomically Disadvantaged	23
English Learners	10
Students with Disabilities	6.6
Homeless	1.3

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	19	19	18.5	157.5
Without Full Credential	1	1	2	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: November 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Site is in good condition. Carpet is starting to buckle in some classrooms. Will need to be addressed in the near future. Carpet is being monitored.

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	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	76	80	60	64	50	50
Mathematics (grades 3-8 and 11)	73	74	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	329	326	99.09	0.91	80.06
Male	177	175	98.87	1.13	73.71
Female	152	151	99.34	0.66	87.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	34	34	100.00	0.00	94.12
Filipino	--	--	--	--	--
Hispanic or Latino	116	114	98.28	1.72	68.42
Native Hawaiian or Pacific Islander					
White	155	154	99.35	0.65	84.42
Two or More Races	12	12	100.00	0.00	91.67
Socioeconomically Disadvantaged	82	80	97.56	2.44	65.00
English Learners	47	45	95.74	4.26	55.56
Students with Disabilities	27	26	96.30	3.70	30.77
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	329	328	99.70	0.30	74.09
Male	177	176	99.44	0.56	75.57
Female	152	152	100.00	0.00	72.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	88.24
Filipino	--	--	--	--	--
Hispanic or Latino	116	116	100.00	0.00	65.52
Native Hawaiian or Pacific Islander					
White	155	154	99.35	0.65	75.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	83.33
Socioeconomically Disadvantaged	82	82	100.00	0.00	60.98
English Learners	47	47	100.00	0.00	53.19
Students with Disabilities	27	26	96.30	3.70	26.92
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	12.7	30..9	36.4
7	20.	25.5	30.9

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 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, District Committees, direct classroom assistance, student store assistance, special class programs/projects, room parents, homework assistance, the Parent Faculty Club, field trips, monthly coffee with the principal, monthly night parent meetings, open house, parent teacher conferences, and special assemblies.. The typical parent classroom volunteer average for the 2019 -2020 school year is 50 parents per week. For more information regarding activities, please contact Jim Schuller 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 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	2.1	0.6	1.0	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)

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 10-1-2019. School Site Council/Safety Committee are scheduled for the following dates: 10/1, 1/14/20, 2/25/20, and 4/28/20. 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. Sexual Harassment, Mandated reporting, and chemical use requirements were completed by all staff members by 10/1/19.

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		2		22		2		24		2	
1	22		2		24		2		23		2	
2	26		2		25		2		25		2	
3	26		2		26		2		26		2	
4	25		2		28		2		27		2	
5	26		2		25		2		28		2	
6	31		2		26		2		27		2	
Other**	30		4		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.

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)	

*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	8617.68	1818.00	6799.68	65939.41
District	N/A	N/A	7508.87	$69,803.00
Percent Difference - School Site and District	N/A	N/A	-9.9	-2.3
State	N/A	N/A	$7,506.64	$72,949.00
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 2018-19)

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 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

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. 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 cards, 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 and 19/20 includes five days.