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

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 2019-20)

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 2018-2019 school year, the enrollment for grades TK-8 was 419 students. The ethnic makeup of the school was 50.8% Hispanic, 37.0% Caucasian, 5.0% Asian, 0.5% African-American, 0.5 Pacific Islander, and 5.0% other/multiple ethnicity.

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	65
Grade 1	46
Grade 2	49
Grade 3	47
Grade 4	51
Grade 5	28
Grade 6	53
Grade 7	51
Grade 8	29
Total Enrollment	419

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	5.3
Filipino	1
Hispanic or Latino	50.8
Native Hawaiian or Pacific Islander	0.5
White	37
Two or More Races	5
Socioeconomically Disadvantaged	49.6
English Learners	23.6
Students with Disabilities	7.6
Foster Youth	0.2
Homeless	8.8

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	22.5	157.5
Without Full Credential	1	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; 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)

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 (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	
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
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	#14 Playground asphalt needs replaced.
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 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)	49	50	60	64	50	50
Mathematics (grades 3-8 and 11)	40	33	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	265	262	98.87	1.13	49.62
Male	138	137	99.28	0.72	46.72
Female	127	125	98.43	1.57	52.80
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	139	100.00	0.00	44.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	92	98.92	1.08	58.70

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	15	88.24	11.76	33.33
Socioeconomically Disadvantaged	145	144	99.31	0.69	43.06
English Learners	80	80	100.00	0.00	37.50
Students with Disabilities	25	22	88.00	12.00	13.64
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	13	13	100.00	0.00	30.77

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	265	262	98.87	1.13	32.82
Male	138	137	99.28	0.72	37.23
Female	127	125	98.43	1.57	28.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	139	100.00	0.00	25.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	92	98.92	1.08	41.30
Two or More Races	17	15	88.24	11.76	33.33
Socioeconomically Disadvantaged	145	144	99.31	0.69	25.69
English Learners	80	80	100.00	0.00	25.00
Students with Disabilities	25	22	88.00	12.00	4.55
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	13	13	100.00	0.00	7.69

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	24.1	20.7	27.6
7	10.9	32.7	40.

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 education program for all of our students. Parents are highly encouraged to participate in leadership activities on campus, volunteer in the classroom, and attend school-wide events. Specific opportunities available to parents include but are not limited to: direct classroom assistance, multicultural activities, library assistance, special class programs/projects, room mothers, Create a Gift Night, Spring Carnival, 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

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	6.5	4.2	1.0	4.2	3.7	2.6	3.6	3.5	3.5
Expulsions	0.0	0.2	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 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 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 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	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	21	1	2		22		3		22	1	2	
1	23		2		22		2		23		2	
2	22		2		22		2		25		2	
3	28		1		22		2		24		2	
4	22		2		29		1		26		2	
5	25		2		24		2		28		1	
6	25		1		27		2		29		2	
Other**	31		3		31		3		30		3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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	10,164.68	2643.38	7521.30	70763.50
District	N/A	N/A	7508.87	$69,803.00
Percent Difference - School Site and District	N/A	N/A	0.2	1.2
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	3.9	-2.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 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

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 will be 5 district sponsored professional development days in 2019-2020. In 2019-2020, Ripona Teachers will receive training in ELD structures and strategies through SJCOE, GLAD training, Thinking Maps, Routines for Mathematical Reasoning, Character Strong training, and Best Teaching Strategies.