

Park View Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

| | |
|--|---|
| School Name | Park View Elementary School |
| Street | 751 Cindy Drive |
| City, State, Zip | Ripon |
| Phone Number | 209-599-1882 |
| Principal | Victor Ramirez |
| Email Address | vramirez@riponusd.net |
| School Website | https://www.parkviewelementary.net/ |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 39686500108035 |

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 2023-24, there are five elementary schools, one comprehensive high school, and one continuation high school in the Ripon Unified School District. At Park View, we have one transitional kindergarten, two kindergartens, two first grades, two-second grades, and two third grades at the primary levels, averaging 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. Two Learning Centers serve special needs and general education students who qualify for help as determined by benchmark and

2024-25 School Description and Mission Statement

progress monitoring assessments. Park View serves 461 students in grades TK-8. Park View serves primarily “middle class” students, with 16.9% designated socio-economically disadvantaged. The ethnic makeup is currently 40.40% white, 28.48% Hispanic, 20.31% Asian, .44% American Indian, .22% Black, 1.99 % Filipino, and 8.17% multi-ethnic. The Park View student body consists of 10.6% English language learners. Park View Elementary School educates students on a traditional calendar system.

Classroom instruction is provided in self-contained classrooms where students receive instruction from one homeroom teacher. Students in 1-3 are enrolled in a once-weekly music class, and students in grades 4-8 can participate in choir weekly. Beginning in the fourth grade, students are allowed to receive special instruction in band or orchestra from a district music teacher. Fourth through eighth-grade students receive Physical Education instruction from a credentialed PE teacher. Fifth through eighth grades enjoy 30-minute Spanish enrichment class twice a week. Each grade span also enjoys one trimester of weekly art class taught by a credentialed art teacher. Our School Staff includes a total of 25 credentialed teachers, one administrator, and the following support personnel: 2 1:1 instructional aides, two secretaries, a Bilingual Aide, a Speech and Language Aide, 2 three hour LC Aides, three six-hour LC Aide, one counselor, 1 Physical Education Aide, a Library Clerk, and two 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. 8.25% of our students receive Special Education services at Park View. The Speech and Language teacher provides services to 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 statement is: All Students Learn to Aspire to Greatness, Inspire Others, and Change the World.

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 accept all children can learn. Children learn differently and receive various 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 needs and talents through various artistic, technological, athletic, social, and intellectual outlets. We believe learning takes place in a supportive and safe environment where creativity and risk-taking are encouraged.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| TK | 20 |
| Kindergarten | 44 |
| Grade 1 | 45 |
| Grade 2 | 49 |
| Grade 3 | 52 |
| Grade 4 | 49 |
| Grade 5 | 54 |
| Grade 6 | 50 |
| Grade 7 | 47 |
| Grade 8 | 51 |
| Total Enrollment | 461 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 50.1 |
| Male | 49.9 |
| American Indian or Alaska Native | 0.4 |
| Asian | 21 |
| Black or African American | 0.2 |
| Filipino | 2 |
| Hispanic or Latino | 28 |
| Two or More Races | 5.4 |
| White | 41 |
| English Learners | 10.6 |
| Homeless | 1.7 |
| Socioeconomically Disadvantaged | 16.9 |
| Students with Disabilities | 9.8 |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.80 | 100.00 | 175.80 | 88.83 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 2.50 | 1.29 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 7.30 | 3.71 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 12.20 | 6.17 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.80 | 100.00 | 197.90 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.20 | 99.46 | 184.40 | 87.72 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.40 | 2.59 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 4.70 | 2.25 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 0.59 | 6.70 | 3.22 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 8.80 | 4.20 | 15831.90 | 5.67 |
| Total Teaching Positions | 20.30 | 100.00 | 210.20 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.40 | 90.21 | 180.70 | 88.07 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.50 | 2.23 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 9.79 | 6.50 | 3.20 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 8.80 | 4.30 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 4.50 | 2.20 | 14303.80 | 5.15 |
| Total Teaching Positions | 20.40 | 100.00 | 205.20 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 1 |
| Misassignments | 0.00 | 0.00 | 1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 2 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.10 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.10 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

| 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 K-5: CA Wonders 6-8: CA Study Sync Frog Street; 2023 TK | 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 Frog Street; 2023 TK | Yes | 0 |
| Science | Amplify; K-8: 2019 Frog Street; 2023 TK | Yes | 0 |
| History-Social Science | Studies Weekly; 2024 K-5 Frog Street; 2023 TK Glencoe McGraw-Hill; 2007 | Yes | 0 |

| | | | |
|---------------|---|--|---|
| | 6-8: Discovering Our Past, CA Series: Ancient Civilizations, Medieval & Early Modern Times, The American Journey to WWI | | |
| Health | Too Good for Drugs | | 0 |

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

School Facility Conditions and Planned Improvements

School needs to be painted as funds become available.

Year and month of the most recent FIT report December 2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | School needs to be painted as funds become available. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 73 | 71 | 57 | 54 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 68 | 66 | 41 | 41 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 305 | 300 | 98.36 | 1.64 | 71.00 |
| Female | 148 | 146 | 98.65 | 1.35 | 73.29 |
| Male | 157 | 154 | 98.09 | 1.91 | 68.83 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 63 | 63 | 100.00 | 0.00 | 82.54 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 88 | 88 | 100.00 | 0.00 | 68.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 52.63 |
| White | 125 | 120 | 96.00 | 4.00 | 69.17 |
| English Learners | 20 | 20 | 100.00 | 0.00 | 20.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 15 | 15 | 100.00 | 0.00 | 66.67 |
| Socioeconomically Disadvantaged | 63 | 63 | 100.00 | 0.00 | 50.79 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 27.59 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 305 | 301 | 98.69 | 1.31 | 66.45 |
| Female | 148 | 146 | 98.65 | 1.35 | 61.64 |
| Male | 157 | 155 | 98.73 | 1.27 | 70.97 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 63 | 63 | 100.00 | 0.00 | 85.71 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 88 | 88 | 100.00 | 0.00 | 59.09 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 52.63 |
| White | 125 | 121 | 96.80 | 3.20 | 62.81 |
| English Learners | 20 | 20 | 100.00 | 0.00 | 25.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 15 | 15 | 100.00 | 0.00 | 80.00 |
| Socioeconomically Disadvantaged | 63 | 63 | 100.00 | 0.00 | 42.86 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 13.79 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 57.14 | 56.44 | 42.73 | 45.95 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 106 | 101 | 95.28 | 4.72 | 56.44 |
| Female | 55 | 53 | 96.36 | 3.64 | 54.72 |
| Male | 51 | 48 | 94.12 | 5.88 | 58.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 0.00 | 76.92 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 29 | 29 | 100.00 | 0.00 | 34.48 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 42 | 37 | 88.10 | 11.90 | 62.16 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 16 | 16 | 100.00 | 0.00 | 31.25 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 94.4 | 92.6 | 96.3 | 92.6 | 96.3 |
| Grade 7 | 100 | 95.7 | 100 | 97.9 | 100 |

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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. PFC meetings - teacher contacts with parents - and recognition assemblies are being held. 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, multi cultural activities, special class programs/projects, room parents, the Parent Faculty Club, field trips, open house, parent teacher conferences, and special assemblies.. For more information regarding activities, please contact Victor Ramirez at the school office at (209) 599-1882.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 474 | 466 | 20 | 4.3 |
| Female | 239 | 234 | 12 | 5.1 |
| Male | 235 | 232 | 8 | 3.4 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 99 | 97 | 3 | 3.1 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 133 | 130 | 10 | 7.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 25 | 25 | 1 | 4.0 |
| White | 193 | 191 | 5 | 2.6 |
| English Learners | 49 | 49 | 1 | 2.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 108 | 107 | 6 | 5.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 63 | 63 | 5 | 7.9 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.21 | 1.08 | 0.63 | 1.78 | 1.71 | 1.06 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.06 | 0.09 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.63 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.28 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.01 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.04 | 0.00 |
| English Learners | 2.04 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.85 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.59 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Safe Schools Plan is used by Park View Elementary and is updated at quarterly Safety Committee meetings or as necessary. Fire and safety drills are conducted regularly. The Safe Schools Plan is developed following the Standardized Emergency Management System (SEMS), the system required by Gov. Code 8607(a) for managing response to multi-agency

2024-25 School Safety Plan

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 12-4-2023. School Site Council/Safety Committee is scheduled for the following dates: TBD. The Ripon Police Department provides input to the plan. The physical education program was adopted and used following the CA Ed Code and the Healthy Kids core modules of alcohol, drug, and tobacco prevention and awareness, as available. Surveys are administered online, and data is used to drive instruction as needed. Sexual Harassment, Active shooter, bloodborne pathogens, Mandated reporting, cyber security, Youth Suicide and prevention, and chemical use requirements were completed by all staff members by 09-15-2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | | 2 | |
| 1 | 24 | | 2 | |
| 2 | 21 | | 2 | |
| 3 | 24 | | 2 | |
| 4 | 24 | | 2 | |
| 5 | 24 | | 2 | |
| 6 | 25 | | 2 | |
| Other | 28 | | 4 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 1 | 1 | |
| 1 | 24 | | 2 | |
| 2 | 25 | | 2 | |
| 3 | 23 | | 2 | |
| 4 | 25 | | 2 | |
| 5 | 25 | | 2 | |
| 6 | 24 | | 2 | |
| Other | 28 | | 4 | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK | 20 | 1 | | |
| K | 23 | | 2 | |
| 1 | 23 | | 2 | |
| 2 | 25 | | 2 | |
| 3 | 27 | | 2 | |
| 4 | 25 | | 2 | |
| 5 | 27 | | 2 | |
| 6 | 25 | | 2 | |
| Other | 25 | | 4 | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 1:461 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.7 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12,309.35 | \$3,480.59 | \$8,828.76 | \$68,700.07 |
| District | N/A | N/A | \$9,205.37 | \$79,000 |
| Percent Difference - School Site and District | N/A | N/A | -4.2 | -13.9 |
| State | N/A | N/A | \$10,771 | \$87,655 |
| Percent Difference - School Site and State | N/A | N/A | -19.8 | -24.2 |

Fiscal Year 2023-24 Types of Services Funded

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
- * Character Strong
- * RTI
- * Restorative Practices
- * Instructional Materials
- * Staff Development
- * English Learner support
- * Special Education
- * Class Size Reduction
- * GECAC/Teacher tutoring
- * Read 180
- * STEAM

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$53,544 | \$54,930 |
| Mid-Range Teacher Salary | \$77,357 | \$85,386 |
| Highest Teacher Salary | \$104,252 | \$111,172 |
| Average Principal Salary (Elementary) | \$139,594 | \$136,564 |
| Average Principal Salary (Middle) | \$0 | \$141,339 |
| Average Principal Salary (High) | \$142,600 | \$153,241 |
| Superintendent Salary | \$225,000 | \$224,537 |
| Percent of Budget for Teacher Salaries | 30.63 | 28.69 |
| Percent of Budget for Administrative Salaries | 4.8 | 5.55 |

Professional Development

High importance is placed on training qualified teachers. Teachers have the opportunity on minimum days to participate in planning and training activities. Training subjects have included, English Language Development, technology training, professional learning community development, Writing curriculum, and implementing highly effective instructional strategies with Amplify Science. Training subjects have also included Math, Heggerty, Writing without Tears, Thinking Maps, WFTB (Writing from the Beginning) ELD writing strategies, GLAD, Read 180, AimsWeb Plus, Differentiated Instruction, Restorative Practices, and Social Emotional training to support MTSS. Teachers participate in a variety of training on site, as well as attending workshops and conferences off site. Lesson observation among classrooms is arranged by the Principal in an effort to support Teacher and Student learning. Grade level teams are developing and implementing common formative assessments, collecting and studying the data, and implementing instructional strategies to aid in the progress of our English Language Learners and struggling learners. The focus for the coming year is further implement Thinking Maps, Writing From The Beginning, Strong instructional math practices, Guided Language Acquisition and Design. These measures ensure that the most up-to-date, researched, and proven instructional methods are used in our classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |