

Ripon 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	Ripon Elementary School
Street	509 West Main St.
City, State, Zip	Ripon
Phone Number	209.599.4225
Principal	Rachel Henley
Email Address	RHenley@riponusd.net
School Website	https://www.riponel.com/
Grade Span	K-8
County-District-School (CDS) Code	39686506042477

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

The passage of Proposition 98 included a requirement that each school in the state produce an annual Report Card to inform parents and the community about the school and its programs.

Our school staff included a total of 22 Credentialed Teachers, 1 Administrator, and the following support personnel: 14 Instructional Assistants, 2 Secretaries, 1 Licensed Vocational Nurse, 1 School Psychologist, 1 School Counselor, 2 Bilingual Aides, 1 Library Clerk, 2 Custodians and 4 Yard Duty Supervisors. Our school has an active Parent Club, School Site Council, and English Language Advisory Committee (ELAC).

2024-25 School Description and Mission Statement

Currently, Ripon Elementary has two classes of students in grades TK-8 with the exception of TK, which is a singleton class. Average classroom size across grades TK-3 is 22. Average class size in grades 4-6 is 25 and the average class size in grade 7-8 is 25. Ripon Elementary also has a Tier 3 class with 11 students in the classroom. Ripon Elementary has two Learning Center teachers that service special needs students in addition to general education students who qualify for help as determined by benchmark and progress monitor assessments. Ripon Elementary serves 459 students in grades TK-8. Students are primarily from "middle class" homes with 35.75% determined as being socioeconomically disadvantaged. Ripon Elementary student body consists of approximately 8% English Learners, 16% Students with Special Needs and an overall ethnic make-up of: 40.9% white, 41.61% Hispanic, 2.8% Asian, 1.5% African American, 0.44% Hawaiian/Pacific Islander.

With the implementation of Common Core Standards there has been an emphasis on providing training for our teachers in this area. Along with district wide in-services, teachers have been provided the opportunity to attend multiple trainings on the Common Core Standards in both Language Arts, Math, Next Generation Science Standards (NGSS), Write From the Beginning and Beyond, GLAD training, Thinking Maps, Math training through San Joaquin County Office, Restorative Practices, and Restorative Justice.

The discipline philosophy of Love and Logic has been implemented school wide. This is a discipline philosophy that encourages relationship building with students. Students are being held accountable for the natural consequences that come with decisions they make. Teachers have been in serviced on the components of Love and Logic and are encouraged to use it daily with their students. Our library contains Love and Logic resources that are available to staff and parents to use. Teachers are encouraged to attend trainings and conferences involving Love & Logic. Love and Logic also supports our Multi Tier System of support that will assist our students with social and emotional needs. Ripon Elementary uses Restorative Practices, Purposeful People and Character Strong curriculum to support social emotional learning.

We strongly encourage positive character traits for our students. Recognition of students who demonstrate positive character traits are done at all monthly assemblies.

Our Mission Statement is: "We create critical thinkers to develop powerful leaders."

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	21
Kindergarten	43
Grade 1	43
Grade 2	51
Grade 3	50
Grade 4	49
Grade 5	50
Grade 6	50
Grade 7	48
Grade 8	54
Total Enrollment	459

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	0.2
Asian	2.8
Black or African American	1.5
Filipino	1.3
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.3
White	42
English Learners	8.9
Foster Youth	0.7
Homeless	6.3
Socioeconomically Disadvantaged	32
Students with Disabilities	13.9

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)	20.90	91.86	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)	1.00	4.64	7.30	3.71	12115.80	4.41
Unknown/Incomplete/NA	0.80	3.50	12.20	6.17	18854.30	6.86
Total Teaching Positions	22.80	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)	22.20	94.96	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)	0.00	0.00	6.70	3.22	11953.10	4.28
Unknown/Incomplete/NA	1.10	5.00	8.80	4.20	15831.90	5.67
Total Teaching Positions	23.40	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)	21.70	92.54	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)	1.00	4.26	6.50	3.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	3.20	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	23.40	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	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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	1.00	0.00	0
Local Assignment Options	0.00	0.00	0.7
Total Out-of-Field Teachers	1.00	0.00	0.7

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	2.9
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 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

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	Many HVAC units are past twenty years old. Sewer is in need of an upgrade.
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 painting 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)	63	56	57	54	46	47
Mathematics (grades 3-8 and 11)	48	43	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	301	298	99.00	1.00	56.04
Female	154	152	98.70	1.30	60.53
Male	147	146	99.32	0.68	51.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	128	97.71	2.29	48.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100.00	0.00	55.17
White	122	122	100.00	0.00	63.11
English Learners	24	23	95.83	4.17	4.35
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	62.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	130	99.24	0.76	47.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	26.19

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	301	299	99.34	0.66	42.81
Female	154	153	99.35	0.65	43.14
Male	147	146	99.32	0.68	42.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	129	98.47	1.53	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100.00	0.00	48.28
White	122	122	100.00	0.00	48.36
English Learners	24	24	100.00	0.00	12.50
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	44.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	131	100.00	0.00	38.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	16.67

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)	38.27	52.38	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	105	99.06	0.94	52.38
Female	60	59	98.33	1.67	57.63
Male	46	46	100.00	0.00	45.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	41	97.62	2.38	39.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100.00	0.00	61.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	57.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.00	0.00	49.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

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	98.2	100	98.2	100	100
Grade 7	91.3	100	100	100	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 and outside of the classroom, and attend school-wide events. Specific opportunities available to parents include, but are not limited to: service on the School Site Council and English Language Advisory Committee, multicultural activities, library assistance, special class programs/projects, room parent, field/play day, assisting with computers, coaching, and the Parent Faculty Club. More information regarding activities can be obtained from the school's office and/or the classroom teachers.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	474	26	5.5
Female	249	244	13	5.3
Male	233	230	13	5.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	1	7.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	201	197	12	6.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	2	6.9
White	202	199	10	5.0
English Learners	45	44	4	9.1
Foster Youth	--	--	--	--
Homeless	36	36	4	11.1
Socioeconomically Disadvantaged	203	198	16	8.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	75	6	8.0

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
0.63	1.08	0.41	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	0.41	0.00
Female	0.40	0.00
Male	0.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.63	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

Student safety is our highest priority. Fire and safety drills are conducted on a regular basis; lockdown drills are held once a trimester. Fire drills are conducted monthly. Ripon Elementary participates in the California Great Shake Out, which is an Earthquake drill. Ripon Elementary School has a Safety Plan that outlines all aspects of school safety including lockdowns,

2024-25 School Safety Plan

earthquake drills, and fire drill procedures, along with our visitor policy, and roles and responsibilities during an emergency. Staff members review the School Safety Plan and emergency procedures at each staff meeting. The School Safety Plan will be reviewed and updated on January 6, 2025.

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 check-in at the school office and wear a badge prominently displayed while on school grounds. Permission is necessary ahead of time in order to enter classrooms. Only authorized people with proper identification may pick up a child from school.

D. Other SARC Information 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
TK	22		1	
K	24		2	
1	23		2	
2	22		2	
3	23		2	
4	23		2	
5	24		2	
6	25		2	
Other	27		3	

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
TK	22		1	
K	18	2		
1	24		2	
2	24		2	
3	22		2	
4	25		2	
5	24		2	
6	22		2	
Other	28		3	

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	21		1	
K	22		2	
1	20	2		
2	24		2	
3	26		2	
4	25		2	
5	27		2	
6	25		2	
Other	26		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	1:459

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)	1.3
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	\$13,880.78	\$4,743.93	\$9,136.84	\$74,312.18
District	N/A	N/A	\$9,205.37	\$79,000
Percent Difference - School Site and District	N/A	N/A	-0.7	-6.1
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-16.4	-16.5

Fiscal Year 2023-24 Types of Services Funded

These are the programs and supplemental services that are available at Ripon Elementary School and funded through either LCAP, Title 1. or other funds.

Drug/Alcohol/Tobacco Education
 Purposeful People and Character Strong
 Thinking Maps
 Ripon After School Program
 English Learner Support
 Staff Development
 Special Education
 Response to Intervention (RTI)
 Home-to-School Transportation
 Instructional Materials
 Enrichment
 Restorative Practices

Fiscal Year 2023-24 Types of Services Funded

Write from the Beginning and Beyond
 Math trainings through the San Joaquin Office of Education
 Spanish Classes for students 5th - 8th
 Music classes
 Art class
 GLAD training

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. Professional development has focused upon the rigor of Common Core standards and implementing highly effective instructional strategies with our English Language Learners. Training subjects have also included Thinking Maps, ELD writing strategies, GLAD strategies, Read 180, Handwriting Without Tears, Heggerty, EB Academics, AimsWeb Plus, differentiated Instruction, and Character Strong, Purposeful People, as well as Love and Logic training to support MTSS. Teachers participate in a variety of trainings on site, as well as attending workshops and conferences off site. Teachers observe each other during lesson execution to learn from each other and watch student learning. Lesson observation among classrooms is arranged by the Principal in an effort to support teacher and student learning. Content area teams are used to advance the progress of our English Language Learners which has been a focus this year with training in using Thinking Maps, Math workshops for all grade levels through the San Joaquin Office of Education, Write from the Beginning and Beyond training, and Guided Language Acquisition and Design. These measures ensure that the most up-to-date, researched, and proven instructional methods are used in our classrooms.

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