

# Virginia Parks 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
<b>School Name</b>	Virginia Parks Elementary School
<b>Street</b>	1021 Moffett Rd.
<b>City, State, Zip</b>	Modesto, CA 95307-0307
<b>Phone Number</b>	209.556.1670
<b>Principal</b>	Jennifer Backman
<b>Email Address</b>	jbackman@ceres.k12.ca
<b>Website</b>	vp.ceres.k12.ca.us/
<b>County-District-School (CDS) Code</b>	50-71043-6108435

Entity	Contact Information
<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Scott Siegel, Ed.D.
<b>Email Address</b>	cpietanza@ceres.k12.ca.us
<b>Website</b>	www.ceres.k12.ca.us

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

Virginia M. Parks Elementary School in Ceres, California is located in on the northern edge of Ceres, a small town of 45,417 in central San Joaquin Valley. The campus is thirty years old with approximately 725 Pre-School-6th grade students. The school community encompasses a wide range of cultural, linguistic and economic diversity.

"Pride and Excellence", our school's motto, exemplifies the spirit of the Virginia Parks School community and our vision and mission statement. Our common vision and mission statement was developed at the Virginia Parks Community Conference with input and participation from all segments of the school community including parents, teachers, instructional assistants, librarian, administration and the community at large. "To Ensure High Levels of Learning for ALL". Staff is comprised of experienced, dedicated professionals from a variety of backgrounds. Fourteen teachers have been mentor teachers. Staff training is on going and high quality. All staff members have the opportunity to be involved in site and district committees. Print rich classrooms are literature based and provide many thematic experiences for children. Due to the efforts of our school district, PTC, parents, staff, and community, all our classrooms, library, computer labs and office are hooked up to the Internet and all students have a technology device to access curriculum.

Students demonstrate high-level learning, school pride and a sense of ownership of the school facility. Students take an active role in their education and the running of the school. Student Council has several school-wide projects. All teachers engage students in active learning as evidenced by student standardized test scores, individual student portfolios, student report cards, and a 96.6% attendance rate! Virginia Parks has consistently received high marks illustrating growth at or above stated expectations. Our School Crime Report indicated Virginia Parks is a safe school, free of vandalism and graffiti. Classrooms and other facilities are impeccable, as is student behavior because both staff and students set high academic and behavioral expectations.

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

Grade Level	Number of Students
<b>Kindergarten</b>	120
<b>Grade 1</b>	95
<b>Grade 2</b>	96
<b>Grade 3</b>	86
<b>Grade 4</b>	89
<b>Grade 5</b>	96
<b>Grade 6</b>	104
<b>Total Enrollment</b>	686

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	3.5
Filipino	0.1
Hispanic or Latino	75.1
Native Hawaiian or Pacific Islander	0.4
White	17.5
Two or More Races	1
Socioeconomically Disadvantaged	79.9
English Learners	35.7
Students with Disabilities	8.6
Homeless	3.2

## 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	25	28	29	612
Without Full Credential	1	1	0	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

### 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: 2019/10

The school district held a public hearing on September 12, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMscopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Virginia Parks currently leases its campus located at 1021 Moffett Rd. from Ceres Unified School District. Our facilities are neat, clean, and in good working order. Facility inspections occur weekly to identify any are of immediate concern for repair. Twice per year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### 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: 9/7/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Classroom 102: There are unlocked hazardous materials. Classroom 804: There are unlocked hazardous materials. Classroom 806: There are unlocked hazardous materials. Classroom 901: There are unlocked hazardous materials. Classroom 910: There are unlocked hazardous materials. Library: There are unlocked hazardous materials.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds: There are large cracks on the asphalt area of the Blacktop.
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	45	42	38	50	50
Mathematics (grades 3-8 and 11)	26	32	25	25	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	376	372	98.94	1.06	45.16
Male	181	179	98.90	1.10	37.99
Female	195	193	98.97	1.03	51.81
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	14	14	100.00	0.00	50.00
Filipino					
Hispanic or Latino	275	272	98.91	1.09	43.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	74	73	98.65	1.35	56.16

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	305	303	99.34	0.66	42.24
English Learners	145	145	100.00	0.00	36.55
Students with Disabilities	45	45	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	12	12	100.00	0.00	8.33

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	376	372	98.94	1.06	32.26
Male	181	179	98.90	1.10	35.20
Female	195	193	98.97	1.03	29.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	14	14	100.00	0.00	35.71
Filipino					
Hispanic or Latino	275	272	98.91	1.09	30.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	74	73	98.65	1.35	39.73
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	305	303	99.34	0.66	27.72
English Learners	145	145	100.00	0.00	22.76
Students with Disabilities	45	45	100.00	0.00	8.89
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	12	12	100.00	0.00	16.67

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	14.9	17.0	16.0

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)

Parent involvement takes various formats at Virginia Parks, including our PTC (Parent Teacher Club), SSC (School Site Council), the English Learner Advisory Committee (ELAC) and parent volunteers, grades TK-6. Recognizing that parent involvement is crucial in student education, Multiple opportunities for family engagement, including such things as annual Back To School Night, Open House, PTC family nights, fall carnival, Math/Literacy night, Multicultural evening, technology evenings, and Family Movie Night. Parent involvement is considered a vital component in maximizing student achievement; therefore, Virginia Parks families and friends are encouraged to: Be a role model at home by demonstrating a positive attitude towards education and maintaining high expectations for academic achievement and appropriate behavior.

Monitor their child's school work and provide support by establishing a quiet study place at home and scheduling regular time to study and read together daily.

We work daily to maintain two-way communication with the school both by newsletter and technology applications. All staff can be readily contacted in person or by telephone, technology applications, hand-delivered notes, or email. School notices are sent home as reminders, and a monthly newsletter, Panther Journal, contains up-to-date school events calendars. In addition, Back-to-School Night and parent conferences are important avenues for parent contact.

We encourage families to take an active role in the school by participating in our Parent Teacher Club, School Site Council, and/or English Learner Advisory Committee.

### 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	3.2	3.2	2.0	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.3	0.3	0.4	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Safety is a top priority with the students and staff at Virginia Parks Elementary School. The Safety Plan is rewritten each year by staff, student, and parent input. The plan was presented to the BLAST Communication team on October 8th and presented and approved by the School Site Council on November 12th, 2019. We have added to our school's comprehensive safety plan with the addition of our Safe & Civil Schools Plan, including our BLAST component. We have an active site team that has continued participation in PBIS and Restorative Behavior Practices. This component has added another level to our site plan that includes the identified areas of a comprehensive safety plan. We continue to have Panther Patrol at the One main crosswalks and a flashing sign for safety on Moffett Rd. We continue to monitor our drop off and pick up procedures to ensure safety for our students. The campus is well maintained and the custodial staff takes pride in their clean and safe environment. We review this plan annually and present to SSC and BLAST Communication team.

### 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		23		5		24		5	
1	23		4		24		4		24		4	
2	23		4		22		4		24		4	
3	24		4		24		4		22		4	
4	31		3		32		3		30		3	
5	31		3		32		3		31		3	
6	27	1	3		27	1	3		27	1	3	
Other**												

\*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	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

\*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.

### 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	8094.26	1818.10	6276.16	80485.36
District	N/A	N/A	7103.79	\$78,954.00
Percent Difference - School Site and District	N/A	N/A	-12.4	1.9
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-17.9	-1.9

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)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

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	68	64	46*Still in process

The school site had 5 professional development days during the 2016-2017 school year, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days and for 18-19 the site has 20 collaboration/early release days, 2 days with a consultant to focus on Unit Planning and 5 professional learning days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Twice monthly are collaboration meeting times during their school day, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. Staff attend conferences during the school year, after school and during the summer.

In addition, teachers have weekly scheduled grade level and staff meetings with a set agenda. Topics discussed include EL teaching strategies, planning for the differentiated instruction time, technology, curriculum, analyzing data, and planning grade level curriculum and activities. Our site also have one Panther Pride collaboration sessions and one early release day a month. This collaboration time is designed for grade levels to develop common core lesson plans and common formative assessments used to assess student learning. There are three School Leadership Teams, referred to as the "Communication Team", "Instructional Team" and the "EL Task Force". The communication team which meets on a bi-monthly basis to discuss issues related to discipline, school climate, safety, student incentives (etc.), and the instructional team which is composed of instructional leaders from each grade level meet monthly and assist with the site educational and budget decisions.

The district participates in Induction through Ceres Unified School District and SCOE and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.