

Virginia Parks Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Virginia Parks Elementary School
Street	1021 Moffett Rd.
City, State, Zip	Modesto, CA 95307-0307
Phone Number	209.556.1670
Principal	Jennifer Backman
E-mail Address	jbackman@ceres.k12.ca
Web Site	vp.ceres.k12.ca.us/
CDS Code	50-71043-6108435

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Dr. Scott Siegel, Ed.D.
E-mail Address	ssiegel@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 twenty-eight 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. Ten teachers have been mentor teachers. Staff training is ongoing 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 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 97% 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 2015-16)

Grade Level	Number of Students
Kindergarten	104
Grade 1	84
Grade 2	95
Grade 3	91
Grade 4	96
Grade 5	97
Grade 6	96
Total Enrollment	663

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	5.1
Filipino	0.2
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	0.5
White	19.2
Two or More Races	1.1
Socioeconomically Disadvantaged	75.7
English Learners	27
Students with Disabilities	8.6
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	28	28	609
Without Full Credential	0	0	0	30
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	31

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 8/2008

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. On school was found to be insufficient of textbooks and instructional materials in the 2009-2010 school year.

K-6 Adopted materials:

- HMH- Go Math Mathematics 2015
- SRA/McGraw Hill Open Court Reading 2002
- Harcourt Brace Mathematics 2002
- Harcourt Brace Science 2000
- Holt Science & Technology (6th grade) 2001
- Harcourt Brace Social Studies 2000

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002 SRA/McGraw Hill Open Court Reading		0%
Mathematics	HMH-Go Math	Yes	0%
Science	2008 Houghton Mifflin Science		0%
History-Social Science	2007 Scott Foresman Social Studies		0%
Health	Yes		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Grounds: The cement walkways are sinking and cracked outside the 300 building. There is a chunk missing out of the electrical Christy box outside the 900 Building. Room 903: There is a piggybacked powerstrip.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Playground: There are large cracks in the asphalt on the basketball hardcourt. Room 906: The wood under the ramp to the classroom is rotting. Room 909: The wood under the ramp to the classroom is rotting.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/18/2015				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	35	35	39	44	48
Mathematics	18	19	20	20	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	90	95.7	36.7
	4	96	95	99.0	36.8
	5	99	98	99.0	28.6
	6	99	98	99.0	38.8
Male	3	44	41	93.2	29.3
	4	54	54	100.0	31.5
	5	59	58	98.3	25.9
	6	52	52	100.0	26.9
Female	3	50	49	98.0	42.9
	4	42	41	97.6	43.9
	5	40	40	100.0	32.5
	6	47	46	97.9	52.2
Hispanic or Latino	3	62	59	95.2	32.2
	4	70	69	98.6	34.8
	5	77	76	98.7	22.4
	6	79	78	98.7	33.3
White	3	23	22	95.7	50.0
	4	16	16	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	12	12	100.0	50.0
Socioeconomically Disadvantaged	3	70	68	97.1	30.9
	4	74	73	98.7	28.8
	5	87	86	98.8	25.6
	6	80	79	98.8	35.4
English Learners	3	27	25	92.6	8.0
	4	18	17	94.4	
	5	23	22	95.7	9.1
	6	13	12	92.3	
Students with Disabilities	5	13	13	100.0	15.4
	6	13	13	100.0	15.4

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	92	97.9	30.4
	4	95	95	100.0	22.1
	5	99	99	100.0	10.1
	6	99	99	100.0	16.2
Male	3	44	43	97.7	25.6
	4	54	54	100.0	20.4
	5	59	59	100.0	11.9
	6	52	52	100.0	15.4
Female	3	50	49	98.0	34.7
	4	41	41	100.0	24.4
	5	40	40	100.0	7.5
	6	47	47	100.0	17.0
Hispanic or Latino	3	62	61	98.4	26.2
	4	69	69	100.0	17.4
	5	77	77	100.0	7.8
	6	79	79	100.0	13.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	23	22	95.7	40.9
	4	16	16	100.0	50.0
	5	12	12	100.0	25.0
Socioeconomically Disadvantaged	3	70	70	100.0	27.1
	4	73	73	100.0	17.8
	5	87	87	100.0	8.1
	6	80	80	100.0	13.8
English Learners	3	27	27	100.0	14.8
	4	18	18	100.0	5.6
	5	23	23	100.0	
	6	13	13	100.0	7.7
Students with Disabilities	5	13	13	100.0	
	6	13	13	100.0	7.7

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	43	33	56	50	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	99	99	100.0	33.3
Male	59	59	100.0	37.3
Female	40	40	100.0	27.5
Hispanic or Latino	77	77	100.0	33.8
White	12	12	100.0	41.7
Socioeconomically Disadvantaged	87	87	100.0	31.0
English Learners	23	23	100.0	8.7
Students with Disabilities	13	13	100.0	23.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	20.2	24.2

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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, CAASPP Parent information 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 School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	2.4	2.3	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.0	0.1	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. 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 the district Randy Sprick training program. 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 two 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. This plan was reviewed and approved by the School Site Council.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		4		24		5		24		5	
1	23		4		22		4		22		4	
2	23		4		24		4		24		4	
3	21	2	2		23		4		23		4	
4	31		2	1	31		3		31		3	
5	27	1		3	32		3		32		3	
6	27	1	3		28	1	3		28	1	3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist	0	N/A
Other	1	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7406.32	\$1726.00	\$5680.32	\$75,887.62
District	N/A	N/A	\$6451.10	\$76,084.71
Percent Difference: School Site and District	N/A	N/A	-11.9	-0.3
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	0.1	2.3

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

Types of Services Funded (Fiscal Year 2015-16)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 two Panther Pride collaboration sessions, each 45 minutes in length. 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 two School Leadership Teams, referred to as the "Communication Team" and "Instructional Team". 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.