



Richmond Elementary School

348 Rowe Street • Ridgecrest CA, 93555 • (760) 499-1840 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Sierra Sands Unified School District

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Ridgecrest CA, 93555
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District Governing Board

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Superintendent

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Michelle Savko
Assistant Superintendent, Curriculum and Instruction

Elaine Littleton
Executive Director of SELPA

Principal's Message

At Richmond School we believe in celebrating learning through attendance, attitude, and achievement. Through cooperation between home and school, we can provide excellent learning opportunities for all students. We encourage parents to become involved by joining our Parent Teacher Organization (PTO) or School Site Council (SSC) or by visiting or volunteering in school-wide activities or in the classroom.

Richmond Elementary School was built in 1953, as part of the local school system on China Lake Naval Weapons Center. In 1974, the Annex, our special education facility, was added to the school. Richmond is a unique blend of children from military families, students in who live in Ridgecrest and students with disabilities. Our children are encouraged to accept others and work together.

We hold monthly assemblies to honor students in reading, math, and attendance. Students become "Super Stars" when they meet reading and math goals set by their teacher each month. We also cultivate patriotism by holding monthly flag raising ceremonies during which the students sing patriotic songs, student council officers address the student body and lead them in the Pledge of Allegiance and Richmond Pledge. We offer a bi-monthly art and music enrichment program for all students and display their artistic efforts at our Open House in May. Grade-level teachers host monthly Family Nights such as a mobile planetarium, exploring Chromebooks, Family Valentine night, game night, a reading activity night, or math activity night. Also, our special education and general education students mainstream (take classes together) at different times throughout the day.

Richmond School was selected as a California Distinguished School in 2004. The California Services for Technical Assistance and Training (CalSTAT) program chose our school as a leadership site for collaboration between special and general education. Richmond was identified as a Title I Academic Achievement School in 2005 and again in 2006. In the spring of 2016 Richmond was recognized as a California Gold Ribbon School and as a Title I Achieving School. We received these honors as a result of our staff, students, and parents working together for the success of all students.

On July 4th and July 5th of 2019 very powerful earthquakes shook the Ridgecrest, CA area. Richmond Elementary school sustained extensive damage and the school was relocated to an existing district facility (348 Rowe Street) that had formerly been an elementary school but was being utilized for district programs, services, and offices, as well as the district adult school program. The facility was modernized over the course of the summer and made ready for school at the beginning of the 2019-2020 school year.

Michael Yancey, Principal

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	81
Grade 2	79
Grade 3	63
Grade 4	71
Grade 5	65
Grade 6	4
Grade 8	2
Grade 9	1
Grade 10	1
Grade 12	2
Total Enrollment	448

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	1.1
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	0.2
White	52.5
Two or More Races	6.7
Socioeconomically Disadvantaged	63.2
English Learners	7.1
Students with Disabilities	27.5
Foster Youth	0.9
Homeless	0.7

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 for Richmond Elementary	17-18	18-19	19-20
With Full Credential	21	22	20
Without Full Credential	5	4	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	17-18	18-19	19-20
With Full Credential	◆	◆	216
Without Full Credential	◆	◆	47
Teaching Outside Subject Area of Competence	◆	◆	20

Teacher Misassignments and Vacant Teacher Positions at Richmond Elementary School

Indicator	17-18	18-19	19-20
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)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Benchmark Advance (2017) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Go Math! Houghton Mifflin (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>California Science (2008) Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>California Studies Weekly (2018) Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Health</p>	<p>Health and Fitness Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Visual and Performing Arts</p>	<p>California Spotlight on Music Adopted in 2007</p> <p>SRA Art Connections Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Due to the earthquake damage sustained at the original Richmond Elementary School site in July 2019, the school was relocated to the Vieweg Campus located at 348 Rowe Street. Prior to the relocation, the campus was repaired and modernized (parking lot resurface, playground resurface, T-bar ceilings replaced, walkways on campus, and technology, fire alarm system, etc.) to support the needs of the Richmond students and staff. Overall, due to the repairs and modernization efforts, the campus is adequate, clean, and safe. The district plans to address water flow issues on campus with additional repairs and modernization in the 2019-20 school year to ensure good repair status.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	K1 Classroom: AC unit is very old.
Interior: Interior Surfaces	Poor	K1 Classroom: Carpet is in bad shape. K2 Classroom: Needs paint. Classroom 4: Carpet is torn in center of room. Classroom 5: Carpet is torn. Classroom 6: Carpet is ripped in 3 areas. Classroom 7: Carpet is torn in NW corner of room. Classroom 8: Carpet is torn, counter is cracked. Classroom 10: Cove base missing on west wall. Classroom 11: Carpet has one seam that is buckling and is stained. Classroom 12: Carpet lifting around sink area and two tackable wall panels damaged. Classroom 13: Missing one square of entry carpet. Classroom 15: Carpet seams coming apart. Classroom 17: Carpet torn in center of room. Needs paint. Classroom 18: Carpet in bad shape. Needs paint. Library: Needs paint, carpet is torn in a few spots, and a square is missing at the west entry. Computer Lab Room 22: Carpet is torn, cove base is in bad shape. Staff Lounge Room 23: Tackable wall peeled off. Cafeteria: Window ledge has water damage and needs paint. Kitchen: VCT cracking.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Most restrooms are in bad shape.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	Library: Water leak in roof. Cafeteria: Water leak in roof. Kitchen: Water leak in roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 23: Door needs paint

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	62	60	48	51	50	50
Math	43	60	32	36	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	9.8	26.2	19.7

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	176	171	97.16	60.23
Male	92	89	96.74	64.04
Female	84	82	97.62	56.10
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	45	97.83	46.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	94	96.91	67.02
Two or More Races	18	17	94.44	64.71
Socioeconomically Disadvantaged	99	96	96.97	51.04
English Learners	21	19	90.48	47.37
Students with Disabilities	30	29	96.67	31.03
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	176	173	98.30	59.54
Male	92	90	97.83	58.89
Female	84	83	98.81	60.24
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	94	96.91	62.77
Two or More Races	18	18	100.00	72.22
Socioeconomically Disadvantaged	99	97	97.98	45.36
English Learners	21	21	100.00	57.14
Students with Disabilities	30	29	96.67	24.14
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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)

We have an active Parent Teacher Organization (PTO) that supports our school through their commitment of time and energy. They are partners with the school, annually undertaking tremendous efforts in fund-raising to benefit the children of Richmond School. The School Site Council includes both parents and school personnel. It helps develop, carry out, and monitors the School Plan for Student Achievement (SPSA). We update the Single School Plan for Student Achievement and the School Safety Plan with input from these two parent groups and from an annual survey of all parents.

Parents and community members volunteer in our classrooms, library, and our Before School Reading Program. They also support and participate in such school-wide activities as our the Lunch Clubs, annual Ice Cream Social, Family Nights once a month, Book Fairs, Winter Holiday Program, school wide Spelling Bee, Battle of the Books, Junior Olympics competition, McTeacher Night at McDonald's restaurant, GATE parent meeting, Richmond Tiger Read-A-Thon, and our Art Show - Science Fair. Our English language learner parents participate every year on our English Language Learner Advisory Committee. We hold an annual Volunteer Luncheon near the end of each school year to honor all our parents and community members for all their involvement in our school.

The contact person for parent involvement is Brianne Albrecht, and she can be reached at (760) 499-1840, in the Projects office. To find out how you can become involved and make a difference at Richmond School please call the office at 760-499-1840 and ask to speak to the principal.

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.

School Safety Plan

Staff members supervise students 15 minutes before and after school and during all recesses. Five noon duty supervisors keep the playground safe at lunch. We require all visitors to sign in at the office and wear badges. Ridgecrest Police Department officers and our school district resource officer (SRO) visit the campus and talk to students. The Ridgecrest Fire Department visits the school annually with a mobile fire prevention unit and instructs students about fire safety.

School personnel participate in monthly site and district safety meetings. We update our site safety plan annually. Staff revisits our emergency release plans on a regular basis to ensure that parents can pick up their children in an efficient and safe manner, should an emergency occur.

Our crisis-response plan was developed with local law enforcement agencies. We hold regular fire and evacuation drills as well as regular lock-down and earthquake drills. Our school district participates in the yearly "Great California Shakeout" earthquake drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.7	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	6.6	7.1
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	448.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

* 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.

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	17	3	3		18	4	2		15	5	1	
1	24		2		20	1	1		21	1	2	
2	28		3		28		2		22		2	
3	17	4			18	4			23		3	
4	19	3	2		33		1	1	30		2	
5	26	1		2	20	3	1	1	23	1	2	
Other**					18	1	1		12	4		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2017-18, 2018-19, and 2019-20 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$46,208
Mid-Range Teacher Salary	\$64,078	\$72,218
Highest Teacher Salary	\$89,299	\$92,742
Average Principal Salary (ES)	\$98,718	\$134,864
Average Principal Salary (MS)	\$106,825	\$118,220
Average Principal Salary (HS)	\$117,016	\$127,356
Superintendent Salary	\$160,000	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7681.58	3591.28	4090.30	60247.11
District	N/A	N/A	\$5,478.68	\$63,270.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.0	-4.9
School Site/ State	-58.9	-19.1

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

State and federal monies are used to supplement the educational programs offered to students through the Collaboration and Intervention Model and full time Teacher on Special Assignment (Title I), full time counselor (Local Control Accountability Plan), and full time computer paraprofessional (Local Control Accountability Plan), the Accelerated Reader lab, Computer Lab, Library, staff development, and parent involvement programs. We receive funding to supplement school programs from sources such as our PTO, Kiwanis, Book Fairs, and private donations. We have used these funds to improve school facilities, including the library, and to enhance technology.

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.