

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.


This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).


[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Richmond Elementary School
Street	348 Rowe Street
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1840
Principal	Michael Yancey
E-mail Address	myancey@ssusd.org
School Website	http://richmond.ssusd.org/
CDS Code	15-73742-6009328
School Logo	<div style="text-align: center;"><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Sierra Sands Unified School District
Street	113 Felspar
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Web Site	http://www.ssusd.org/
E-mail Address	superintendent@ssusd.org
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

Member 1	Name: William Farris, President Title:
Member 2	Name: Kurt Rockwell, Vice President Title:
Member 3	Name: Chad Houck, Member Title:
Member 4	Name: Timothy Johnson, Member Title:
Member 5	Name: Michael Scott, Member Title:
Member 6	Name: Title:
Member 7	Name: Title:
Member 8	Name: Title:

Member 9	Name: Title:
Member 10	Name: Title:
Member 11	Name: Title:
Member 12	Name: Title:

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

Superintendent	Dr. Dave Ostash
Administrator 1	Name: Pamela Smith Title: Assistant Superintendent, Business Services
Administrator 2	Name: Michelle Savko Title: Assistant Superintendent, Curriculum and Instruction
Administrator 3	Name: Bryan Auld Title: Assistant Superintendent, Human Resources
Administrator 4	Name: Paul Delbick Title: Executive Director of SELPA
Administrator 5	Name: Donnie Morrison Title: Chief Technology Officer

[School Description and Mission Statement \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

School Description:

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 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. This school year due to the Covid-19 Pandemic we started with a distance learning model and then opened 7 of our special needs classrooms and 2 distance learning hubs for general education students on campus in November. We are looking forward to opening more classrooms for in-person instruction in the near future.

School Mission Statement:

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- Develop responsibility and proper citizenship
- Demonstrate respect for self and others
- Acquire academic skills, knowledge and self-motivation to learn
- Apply critical thinking and express their creativity

These goals will be accomplished through:

- Professional development
- Parent education/participation program
- Cooperation and support from parents and community

Michael Yancey, Principal

[Opportunities for Parental Involvement \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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 2 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. This school year due to the Covid-19 pandemic we are planning to continue all of our opportunities for parent involvement in a virtual format.

The contact person for parent involvement is Brandy Keehan, and she can be reached at (760) 499-3731, 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.

[School Safety Plan \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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. We have recently implemented a site-specific Covid-19 safety plan to ensure both staff and student health safety.

[School Facility Conditions and Planned Improvements \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/7/2020

This section should be kept to 1-2 paragraphs.

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 (School Year 2020-21)

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	K1 Classroom: AC unit is very old.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
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 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. Door needs paint. Cafeteria: Window ledge has water damage and needs paint. Kitchen: VCT cracking. Restrooms: most restrooms in bad shape.
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.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
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 Cafeteria: Window ledge has water damage.
Overall Rating:	Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored an average of 92.22% on the 8 categories of our evaluation.

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	20	22	213
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	4	3	2	34
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	15

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2020

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015)	Yes	0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020	Yes	0
History-Social Science	California Studies Weekly (2018) Adopted in 2019	Yes	0
Foreign Language			
Health	Health and Fitness Adopted in 2005	Yes	0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)			

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9569.25	4780.94	4788.32	61635.95
District	♦	♦	5982.82	\$68,495
Percent Difference: School Site and District	♦	♦	-22.2	-10.5
State	♦	♦	\$7,750	\$75,706
Percent Difference: School Site and State	♦	♦	-47.2	-20.5

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

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.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. 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, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.6	6.6	7.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.