

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2017–18 School Year**  
*Published During 2018–19*

## *For Richmond Elementary School*

**Address:** 700-585 Richmond Rd. E.  
**Principal:** Vicky Leitaker

**Phone:** 530-257-2338  
**Grade Span:** K-8<sup>th</sup>

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 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, the county, and the state. 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 firstcome, 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

### District Contact Information – Most Recent Year

<b>District Name</b>	Richmond Elementary School
<b>Phone Number</b>	530-257-2338
<b>Superintendent</b>	Vicky Leitaker
<b>E-mail Address</b>	vleitaker@richmondelementary.com
<b>Web Site</b>	Richmondelementary.com

### School Contact Information – Most Recent Year

<b>School Name</b>	Richmond Elementary School
<b>Street</b>	700-585 Richmond Rd. E.
<b>City, State, Zip</b>	Susanville, CA 96130
<b>Phone Number</b>	530-257-2338
<b>Principal</b>	Vicky Leitaker
<b>E-mail Address</b>	vleitaker@richmondelementary.com
<b>Web Site</b>	Richmondelementary.com
<b>County-District-School (CDS) Code</b>	18-64170-0000

### School Description and Mission Statement – Most Recent Year

The mission of Richmond School is to provide - in a small school atmosphere - the highest possible quality of education; strong community connections; a strong foundation; preparation for each educational level in academics, athletics, the arts, technology, citizenship, enrichment; and the excitement and desire for lifelong learning.

### Student Enrollment by Grade Level (School Year 2017–18)(As of 10/4/17)

Grade Level	Number of Students
Kindergarten	25
Grade 1	20
Grade 2	24

Grade 3	20
Grade 4	23
Grade 5	27
Grade 6	25
Grade 7	27
Grade 8	21
Ungraded Elementary	n/a
Grade 9	n/a
Grade 10	n/a
Grade 11	n/a
Grade 12	n/a
Total Enrollment	216

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	1.4%
Asian	0%
Filipino	0%
Hispanic or Latino	8%
Native Hawaiian or Pacific Islander	.5%
White	84%
Two or More Races	6.1%
Socioeconomically Disadvantaged	6.1%
English Learners	0%
Students with Disabilities	5.7%
Foster Youth	0 %

## 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 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	89%	89%	89%	89%
Without Full Credential	11%	11%	11%	11%
Teaching Outside Subject Area of Competence (with full credential)	0%	0%	0%	0%

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
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 – Most Recent Year

Year and month in which the data were collected: 9/18

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016	yes	0%
Mathematics	2014	yes	0%
Science	2008	yes	0%
History-Social Science	2006	yes	0%
Foreign Language	N/A	N/A	N/A
Health	2013	yes	N/A
Visual and Performing Arts	N/A	N/A	N/A

<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A
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Note: Cells with N/A values do not require data.

### **School Facility Conditions and Planned Improvements – Most Recent Year**

*Based on the FIT, the overall facility is in good condition. The gym needs exterior paint, the HVAC units in the Multi-Purpose Bldg and some classrooms need to be replaced, and the decking on the jungle gym needs to be painted with rubberized coating.*

### **School Facility Good Repair Status – Most Recent Year**

Using the most recent 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 in which the data were collected: 10/18

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			96.08%
<b>Interior:</b> Interior Surfaces	X			100%
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			97.06%
<b>Electrical:</b> Electrical	X			93.75%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100%
<b>Safety:</b> Fire Safety, Hazardous Materials	X			93.75%
<b>Structural:</b> Structural Damage, Roofs	X			100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			94.12%

### Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: 10/18

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. 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.

### California Assessment of Student Performance and Progress Results for All Students (School Year 2017–18)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	55%	55%	50%
Mathematics (grades 3-8 and 11)	45%	45%	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.

### CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2017–18)

#### ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	19	100%	26%	26%	32%	16%
Male	--	--	100%	--	--	--	--
Female	--	--	100%	---	--	--	--

Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	17	17	100%	29%	24%	35%	12%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met

Level 2 = Standard nearly met Level

3 = Standard met

Level 4 = Standard exceeded



**ELA - Grade 4**

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	21	21	100%	10%	14%	38%	38%
Male	--	--	100%	--	--	-	--
Female	12	12	100%	17%	17%	42%	25%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	17	17	100%	12%	12%	41%	35%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	27	100%	22%	26%	37%	15%
Male	15	15	100%	27%	33%	27%	13%
Female	12	12	100%	17%	17%	50%	17%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	21	21	100%	19%	29%	33%	19%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met

Level 2 = Standard nearly met Level

3 = Standard met

Level 4 = Standard exceeded

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100%	21%	50%	21%	8%
Male	12	12	100%	42%	42%	8%	8%
Female	12	12	100%	0%	58%	33%	8%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--

Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	19	19	100%	21%	47%	21%	11%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	---	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
Level 2 = Standard nearly met  
Level 3 = Standard met  
Level 4 = Standard exceeded

**ELA - Grade 7**

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	28	28	100%	14%	25%	46%	14%
Male	--	--	100%	--	--	--	--
Female	18	18	100%	6%	28%	56%	11%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	-	-	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	24	24	100%	8%	25%	50%	17%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

**ELA - Grade 8**

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	21	21	100%	10%	24%	38%	29%
Male	--	--	100%	--	--	--	--
Female	11	11	100%	0%	9%	45%	45%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	20	20	100%	10%	25%	40%	25%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	0	0	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* Level 1 = Standard not met  
Level 2 = Standard nearly met  
Level 3 = Standard met  
Level 4 = Standard exceeded

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results – Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School  
Year 2014–15)**

**Mathematics - Grade 3**

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	19	19	100%	21%	37%	26%	16%
Male	--	--	100%	--	--	--	--
Female	--	--	100%	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	17	17	100%	24%	35%	24%	18%

Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

### Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	21	100%	10%	33%	43%	14%
Male	--	--	100%	--	--	--	--
Female	12	12	100%	17%	42%	42%	0%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded



Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	17	17	100%	12%	29%	41%	18%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

### Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	27	100%	22%	26%	33%	19%
Male	15	15	100%	20%	27%	33%	20%
Female	12	12	100%	25%	25%	33%	17%

Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	21	21	100%	19%	33%	29%	19%
Socioeconomically Disadvantaged	--	-	--	-	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

**Mathematics - Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100%	29%	46%	17%	8%
Male	12	12	100%	33%	50%	8%	8%
Female	12	12	100%	25%	42%	25%	8%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	19	19	100%	32%	42%	16%	11%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met

Level 2 = Standard nearly met Level

3 = Standard met

Level 4 = Standard exceeded

**Mathematics - Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	28	100%	18%	54%	18%	11%

Male	--	--	100%	--	--	--	--
Female	18	18	100%	17%	61%	22%	0%
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	24	24	100%	17%	50%	21%	13%
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## Mathematics - Grade 8

Student Groups	Total E Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	21	100%	14%	14%	19%	52%
Male	--	--	100%	--	--	--	--
Female	11	11	100%	0%	9%	27%	64%
Black or African American	--	--	--	--	--	--	--

American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	20	20	100%	15%	15%	20%	50%	
Socioeconomically Disadvantaged	--	--	--	--	--	--	--	--
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N /A	N /A	N /A	N/A	N /A	N /A	N/A
Foster Youth	N /A	N /A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met

Level 2 = Standard nearly met Level

3 = Standard met

Level 4 = Standard exceeded

### California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18
Science (grades 5, 8, and 10)	83%	Pilot CAST	Field Test	83%	Pilot CAST	Field Test	58%	Pilot CAST	Field Test

### California Standards Tests Results by Student Group in Science (School Year 2017–18)

Student Group	Percent of Students Scoring at Proficient or Advanced
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<b>All Students in the LEA</b>	No Scores-Field Test
<b>All Students at the School</b>	No Scores-Field Test
<b>Male</b>	No Scores-Field Test
<b>Female</b>	No Scores-Field Test
<b>Black or African American</b>	N/A
<b>American Indian or Alaska Native</b>	N/A
<b>Asian</b>	N/A
<b>Filipino</b>	N/A
<b>Hispanic or Latino</b>	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A
<b>White</b>	No Scores-Field Test
<b>Two or More Races</b>	N/A
<b>Socioeconomically Disadvantaged</b>	N/A
<b>English Learners</b>	N/A
<b>Students with Disabilities</b>	N/A
<b>Students Receiving Migrant Education Services</b>	N/A
<b>Foster Youth</b>	N/A

Note: Science test results include California Science Tests (CAST) and the California Alternate Assessment (CAA) in grades five, eight, and one time in high school. This is the 2<sup>nd</sup> year of the CAST-no scores are given.

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.

Note: The 2017-18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### **Career Technical Education Programs (School Year 2017–18)**

- RICHMOND SCHOOL DOES NOT PARTICIPATE IN CTE.*

### **Career Technical Education Participation (School Year 2017–18)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils Participating in CTE</b>	N/A
<b>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</b>	N/A

<b>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	N/A
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### **Courses for University of California and/or California State University Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	N/A
<b>2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

### **State Priority: Other Pupil Outcome**

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 2017–18)**

<b>Grade Level</b>	<b>Percent of Students Meeting Four of Six Fitness Standards</b>	<b>Percent of Students Meeting Five of Six Fitness Standards</b>	<b>Percent of Students Meeting Six of Six Fitness Standards</b>
<b>5</b>	85.2%	77.8%	55.6%
<b>7</b>	89.3%	85.7%	39.3%
<b>9</b>	N/A	N/A	N/A

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 State priority: Parental Involvement (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 2018-19)**

Parents are a vital component of our school community. They are involved on our school Site Council, LCAP committee, and volunteer in the classrooms on a regular basis. Since we do not have bussing, we rely heavily on parents for transportation to and from field trips. Parents are kept abreast of all school activities through newsletters, emails, and texts. We also use Blackboard Connect to keep parents informed of school activities.

We conduct a parent survey through our CA Healthy Kids Survey in the fall and a district-level parent survey in the spring. Parent workshops are held throughout the year to teach parents about technology and curriculum. We hold a Back to School Night at the beginning of the year. We are focusing on college and career readiness goals and welcome parents to education-based informational meetings.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
<b>Dropout Rate</b>	0%	0%	0%	0%	0%	0%	10.7%	9.7%	9.1%
<b>Graduation Rate</b>	N/A	N/A	N/A	N/A	N/A	N/A	82.3%	83.8%	82.7%

## 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			District			State		
	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18
<b>Suspensions</b>	.9%	2.7%	.9%	.9%	2.7%	.9%	3.7%	3.6%	3.5%
<b>Expulsions</b>	0%	0%	0%	0%	0%	0%	.09%	.09%	.08%

## School Safety Plan –(School Year 2018-19)

Annually, our staff and Richmond Site Council evaluate our school's safety plan. Our safety plan was totally revised in February of 2015 with minor revisions in subsequent years. We practice monthly fire drills, lockdown procedures, and earthquake drills. Lockdown procedures have also been evaluated by the Lassen County Sheriff's Dept. In our Spring of 2018 survey, over 93% of parents feel that Richmond School is a safe place for their child.



## 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 2018–19)

Indicator	School	District
Program Improvement Status	No	No
First Year of Program Improvement	No	No
Year in Program Improvement	0	0
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*			Avg. Class Size	2017–18 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		1		24		1		25		1	
1	16	1			22		1		20	1		
2	22		1		17	1			24		1	
3	24		1		24		1		20	1		
4	21		1		25		1		23		1	
5	25		1		22		1		27		1	
6	25		1		30		1		25		1	
Other												

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*			Avg. Class Size	2017–18 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29		2		26		2		24		2	
Mathematics	29		2		26		2		24		2	
Science	29		2		26		2		24		2	
Social Science	29		2		26		2		24		2	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017–18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	.6	N/A
Psychologist	.2	N/A
Social Worker	N/A	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	0	N/A
Other-Resource Specialist (teaching)	.4	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 2016–17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,388( Based on 207 ADA)	\$638	\$7,750	\$55,058

<b>District</b>	\$8,388	\$638	\$7,750	\$55,058
<b>Percent Difference – School Site and District</b>	0%	0%	0%	0%
<b>State</b>	\$10,967	\$3,400	\$7,567	\$65,926
<b>Percent Difference – School Site and State</b>	24%	81%	2%	16%

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

### Types of Services Funded (Fiscal Year 2017–18)

*Richmond School is not a Title I school. Therefore, we do not receive Title I funding. We have a part-time Resource Teacher that works with special education students and a Rtl teacher that works with our students for Reading/ELA in K-8<sup>th</sup> grades.*

### Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,987	\$44,375
<b>Mid-Range Teacher Salary</b>	\$55,058	\$65,926
<b>Highest Teacher Salary</b>	\$76,622	\$82,489
<b>Average Principal Salary (Elementary)</b>	N/A	\$106,997
<b>Average Principal Salary (Middle)</b>	N/A	\$109,478
<b>Average Principal Salary (High)</b>	N/A	N/A
<b>Superintendent Salary</b>	\$98,000	\$121,894
<b>Percent of Budget for Teacher Salaries</b>	32%	31.52%
<b>Percent of Budget for Administrative Salaries</b>	6%	6.58%

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

Our staff received numerous trainings from the Houghton Mifflin team of professionals in the area of math in Expressions and Big Ideas. Most of this training was in the area of technology within the math curriculum. In 2016-17, we received training in our newly-adopted language arts curriculum; McGraw Hill-Wonders and StudySync. Our entire staff has also received Diabetic and First Aid/CPR Training. During staff meetings, we decided to focus our trainings on technology. Teachers have attended CUE Conferences for the last three years. During the 2017/18 school year, we sent six teachers to the STEAM Symposium in San Francisco. Also in 2017/18, our staff received training in both the NGSS and Social Science standards.