

California Department of Education
School Accountability Report Card
Reported Using Data from the 2018–19 School Year
Published During 2019–20

For Richmond Elementary School

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

Phone: 530-257-2338
Grade Span: K-8th

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 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

District Contact Information – Most Recent Year

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

School Contact Information – Most Recent Year

School Name	Richmond Elementary School
Street	700-585 Richmond Rd. E.
City, State, Zip	Susanville, CA 96130
Phone Number	530-257-2338
Principal	Vicky Leitaker
E-mail Address	vleitaker@richmondelementary.com
Web Site	Richmondelementary.com
County-District-School (CDS) Code	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 2018–19)(As of 10/3/18)

Grade Level	Number of Students
Kindergarten	25
Grade 1	20
Grade 2	24
Grade 3	25
Grade 4	23
Grade 5	26
Grade 6	26
Grade 7	29
Grade 8	28
Ungraded Elementary	n/a
Grade 9	n/a
Grade 10	n/a
Grade 11	n/a
Grade 12	n/a
Total Enrollment	226

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	1.3%
Asian	0%
Filipino	0%
Hispanic or Latino	10.6%
Native Hawaiian or Pacific Islander	.4%
White	83.2%
Two or More Races	4.4%
Socioeconomically Disadvantaged	12.83%
English Learners	0%
Students with Disabilities	6.6%
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 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	89%	89%	80%	80%
Without Full Credential	11%	11%	20%	20%
Teaching Outside Subject Area of Competence (with full credential)	0%	0%	0%	0%

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: 9/19

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
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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 and the asphalt in the parking lots needs to be repaired.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			96.08%
Interior: Interior Surfaces	X			100%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			97.06%
Electrical: Electrical	X			93.75%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100%
Safety: Fire Safety, Hazardous Materials	X			93.75%
Structural: Structural Damage, Roofs	X			100%
External: 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	55%	67%	55%	67%	50%	51%
Mathematics (grades 3-8 and 11)	45%	51%	45%	51%	39%	40%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	150	100%	0%	67.33%
Male	71	71	100%	0%	59.16%
Female	79	79	100%	0%	74.69%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100%	0%	70.59%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	124	124	100%	0%	67.74%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100%	0%	58.82%
English Learners	--	--	--	--	--
Students with Disabilities	13	13	100%	0%	38.46%
Students Receiving Migrant Education Services	--	--	--	--	--
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	150	100%	0%	51.34%
Male	71	71	100%	0%	52.11%
Female	79	79	100%	0%	50.63%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100%	0%	52.94%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	124	124	100%	0%	51.61%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100%	0%	41.17%
English Learners	--	--	--	--	--
Students with Disabilities	13	13	100%	0%	23.07%
Students Receiving Migrant Education Services	--	--	--	--	--
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018–19)

- RICHMOND SCHOOL DOES NOT PARTICIPATE IN CTE.***

Career Technical Education Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2018–19 Graduates Who Completed All Courses Required for UC/CSU Admission	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 2018–19)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	87.5%	81.3%	62.5%
7	87.5%	50%	31.2%
9	N/A	N/A	N/A

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement – (School Year 2019-20)

Parents are a vital component of our school community. They are involved on our Parent Advisory 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 2015–16	District 2015–16	State 2015–16
Dropout Rate	0%	0%	9.7%
Graduation Rate	N/A	N/A	83.8%

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0%	0%	0%	0%	9.1%	9.6%
Graduation Rate	N/A	N/A	N/A	N/A	82.7%	83%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at

<https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	2.7%	.9%	.4%	2.7%	.9%	.4%	3.6%	3.5%	3.5%
Expulsions	0%	0%	0%	0%	0%	0%	.10%	.10%	.10%

School Safety Plan –(School Year 2019-20)

Annually, our staff, Parent Advisory committee, and the Richmond Board of Trustees 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 2019 survey, over 98% 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		1	
1	22		1	
2	17	1		
3	24		1	
4	25		1	
5	22		1	
6	30		1	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25		1	
1	20	1		
2	24		1	
3	20	1		
4	23		1	
5	27		1	
6	25		1	
Other**				

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

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25		1	
1	20	1		
2	24		1	
3	25		1	
4	23		1	
5	26		1	
6	26		1	
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class) .**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26		2	
Mathematics	26		2	
Science	26		2	
Social Science	26		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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	24		2	
Mathematics	24		2	
Science	24		2	
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	28		2	
Mathematics	28		2	
Science	28		2	
Social Science	28		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.

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

Title	Ratio
Academic Counselors*	N/A

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.1
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.6
Psychologist	0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,398	\$639	\$7,759	\$59,777
District	\$8,398	\$639	\$7,759	\$59,777
Percent Difference – School Site and District	N/A	N/A	0%	0%
State	N/A	N/A	\$7506.64	\$64,941
Percent Difference – School Site and State	N/A	N/A	3%	8%

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

Types of Services Funded (Fiscal Year 2018–19)***Narrative provided by the LEA***

Richmond School is not a Title I school. Therefore, we do not receive Title I funding. We also receive little supplemental funding and no concentration 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-8th grades. We also provide paraprofessionals in all of our classrooms. The paraprofessionals mainly provide math support to our upper grade students.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,987	\$45,252
Mid-Range Teacher Salary	\$59,777	\$65,210
Highest Teacher Salary	\$80,453	\$84,472
Average Principal Salary (Elementary)	N/A	\$107,614
Average Principal Salary (Middle)	N/A	\$112,242
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$110,000	\$124,686
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	6.6%	7%

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

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	N/A

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

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6.5