

Richmond Elementary School

Grades K-8
CDS Code 18-64170-0000000

Michael Cosgrove, Superintendent/Principal
mcosgrove@richmondelementary.com

700-585 Richmond Road East
Susanville, CA 96130
(530) 257-2338

www.richmondelementary.com



Richmond Elementary School District

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Principal's Message

Richmond Elementary has navigated the COVID pandemic while still remaining open. This occurred only due to the hard work of school personnel and the support of parents. All teachers, staff, students and parents are to be commended for their efforts. The California Assessment of Student Performance and Progress (CAASPP) student performance from 2020-21 demonstrated that the hard work paid off.

Richmond Elementary has undertaken the development of Professional Learning Communities (PLCs) by providing professional development through Solution Tree. This will involve seven, three-day professional development trainings throughout the 2021-22 school year. To leverage the training, the Board has provided an early release on Wednesdays to create weekly time for teachers to dedicate to the development of assessments and protocols. These protocols will be used to drive targeted remediation and intervention for students during the 2022-23 school year.

Parental Involvement

Richmond Elementary and our parents have multiple opportunities to be continuously involved. Richmond Elementary School has an active parent group, Richmond Community Association (RCA), a group of supportive parents who meet monthly to work with teachers and staff to support our many activities, including multiple field trips. Richmond parents can also be a part of our Local Control Accountability Plan (LCAP), which meets monthly. In addition to these groups, parents also form informal grade-level groups and are active in participating in each grade level. Richmond keeps parents informed of school activities through newsletters, emails and texts. Each year, Richmond parents participate in the CA Healthy Kids Survey.

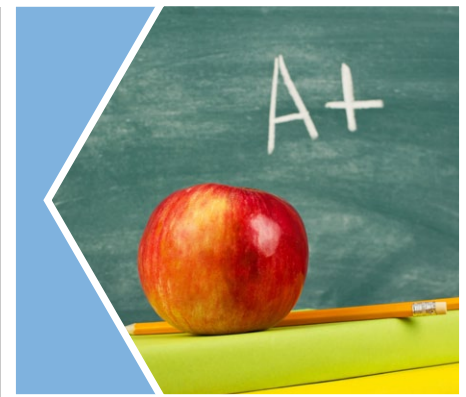
For more information on how to become involved, please contact Michael Cosgrove, superintendent/principal, at (530) 257-2338.

School Safety

Key elements of the board approved Comprehensive School Safety Plan include:

- School climate assessment
- Child abuse reporting procedures
- Emergency response procedures
- Suspension and expulsion policies
- Procedures for notifying teachers about dangerous pupils
- Sexual harassment policy
- School dress code prohibiting gang attire
- Safe ingress and egress access points
- School discipline, including rules, policies and procedures
- Hate crime policies and procedures
- Bullying prevention policies and procedures
- Nondiscrimination, harassment, intimidation and bullying policies
- School security policies and procedures
- Facilities inspection
- Emergency and disaster preparedness plan

The school safety plan was last reviewed, updated and discussed with school faculty and staff in February 2022.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

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.

Governing Board

Mark Rotlisberger, President

Nicholas McBride, Clerk

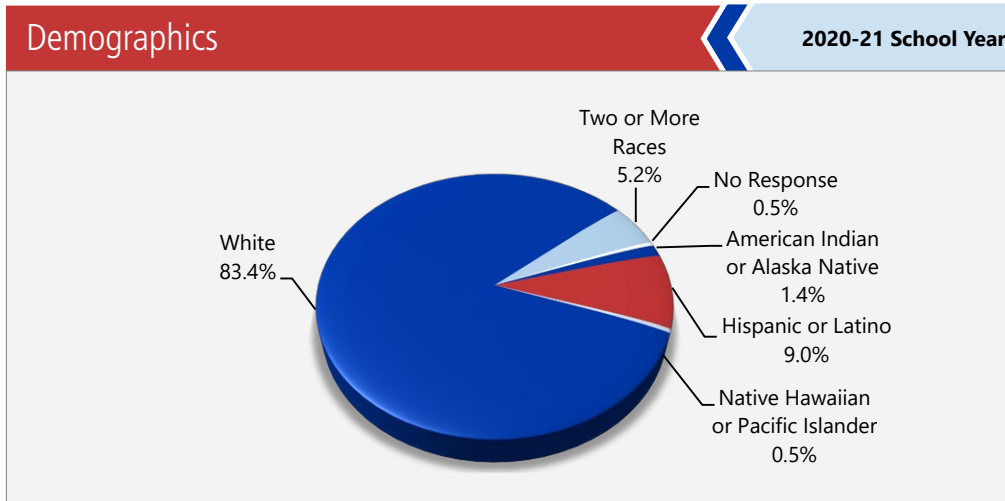
Sadie Albonico

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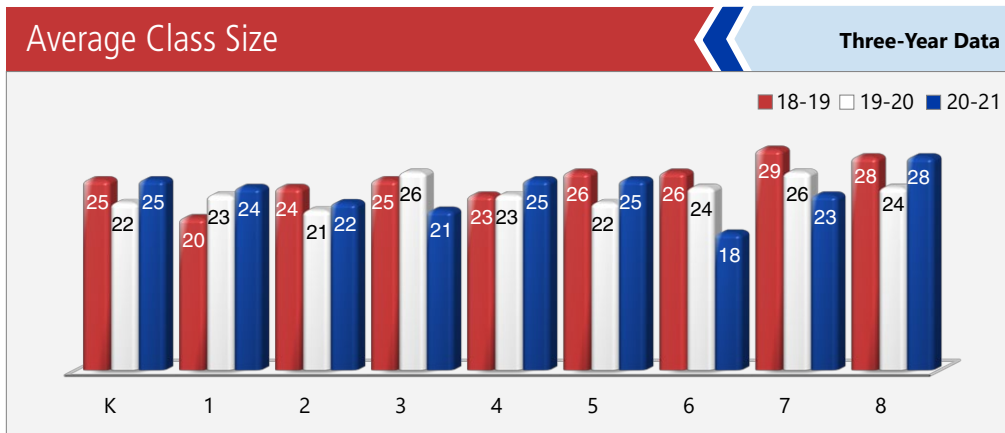
Enrollment by Student Group

The total enrollment at the school was 211 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



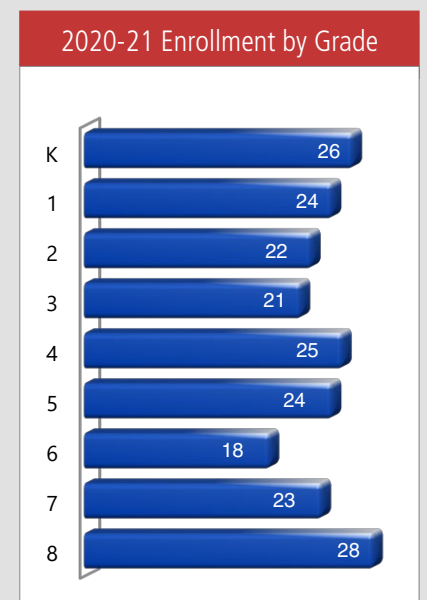
Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	1		1	1				
1	1				1				1
2		1			1				1
3		1			1				1
4		1			1				1
5		1			1				1
6		1			1		1		
7		1			1			1	
8		1			1			1	

Enrollment by Student Group

Female	52.60%
Male	47.40%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	10.90%
Students with Disabilities	9.50%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Richmond ES		Richmond ESD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	0.00%	0.00%	0.40%	0.00%	3.50%	0.20%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Richmond ES	Richmond ESD	California
	19-20	19-20	19-20
Suspension rates	0.90%	0.90%	2.50%
Expulsion rates	0.00%	0.00%	0.10%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

Professional Development

The 2021-22 school year was unique. For the entire school year, Richmond Elementary utilized an early release every Wednesday to allow for the implementation of Professional Learning Communities (PLCs). This will provide more than 50 hours of dedicated time during the teachers' work day for implementation.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	4
2020-21	3
2021-22	38

“Richmond Elementary has navigated the COVID pandemic while still remaining open. This occurred only due to the hard work of school personnel and the support of parents. All teachers, staff, students and parents are to be commended for their efforts.”



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Richmond ES	
	Grade 5	Grade 7
Four of six standards	◇	◇
Five of six standards	◇	◇
Six of six standards	◇	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	216	216	24	11.10%
Female	112	112	14	12.50%
Male	104	104	10	9.60%
American Indian or Alaska Native	3	3	1	33.30%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	19	19	5	26.30%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	11	11	1	9.10%
White	181	181	17	9.40%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	30	30	10	33.30%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	23	23	3	13.00%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Types of Services Funded

Richmond Elementary is not a Title I school, therefore we do not receive Title I funding. We receive little supplemental funding and no concentration funding. We have a full-time resource teacher that works with special education students. Richmond Elementary funds multiple programs and services each year, including state-adopted curriculum taught by highly qualified and credentialed teachers. These curricula include reading/language arts, mathematics, history, science and physical education. In addition to these core services, Richmond Elementary also provided interventions initiated through Student Success Teams (SST) and offered a robust elective program. Recently, Richmond Elementary began using Moby Max, an online adaptive learning program to support our students who have experienced learning loss. Richmond Elementary also funds instructional aides for each grade level to support student learning.



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Richmond ES		Richmond ESD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	39.13%	■	39.13%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Richmond ES		Richmond ESD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

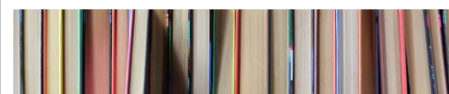
The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	51	46	90.20%	9.80%	39.13%
Female	27	23	85.19%	14.81%	34.78%
Male	24	23	95.83%	4.17%	43.48%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	41	37	90.24%	9.76%	43.24%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	139	129	92.81%	7.19%	75.97%
Female	78	70	89.74%	10.26%	77.14%
Male	61	59	96.72%	3.28%	74.58%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	12	85.71%	14.29%	75.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	114	106	92.98%	7.02%	75.47%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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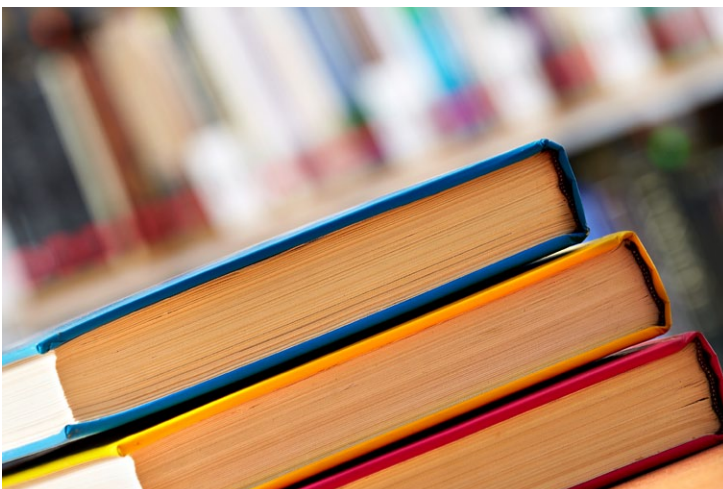
CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	139	129	92.81%	7.19%	51.16%
Female	78	70	89.74%	10.26%	42.86%
Male	61	59	96.72%	3.28%	61.02%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	12	85.71%	14.29%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	114	106	92.98%	7.02%	52.83%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



Textbooks and Instructional Materials

The curriculum development process is overseen by the superintendent/principal and may establish a curriculum review committee to evaluate and recommend curriculum to the Board of Trustees (AR 6141). This committee can consist of a majority of teachers and may also include staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members and students as appropriate. The committee is tasked with researching curriculum based upon its alignment with school expectations, curriculum framework adopted by the State Board of Education for the subject, evidence of its effectiveness, appropriateness to Richmond students and accessibility for all students. Selected curriculum is then presented to the Board of Trustees for approval.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> (K-5)	2016
Reading/language arts	<i>StudySync</i> (6-8)	2016
Mathematics	Think Central (K-5)	2014
Mathematics	<i>Big Ideas Math</i> (6-8)	2014
Science	Twig Science (k-5)	2020
Science	STEMscopes (6-8)	2020
History/social science	Studies Weekly (k-4)	2006
History/social science	<i>History Alive!</i> , TCI (5-8)	2021
Health	Glencoe	2013

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

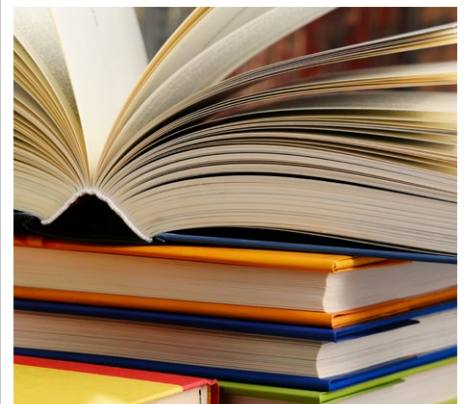
Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	9/9/2021
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/26/2021	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Cleanliness	Organize storage spaces.	11/23/2021
Structural	Patch roof leak in grade 3 classroom.	December 2021
External	Strip, seal, prime and paint the gym. Adjust doors so they latch.	Summer 2022 December 2021

School Facilities

Richmond Elementary School was established in 1864.

Facilities: Permanent structures at the school site include a multipurpose building that houses the kitchen, cafeteria, kindergarten and first- and second-grade classrooms; an office building containing the main office, administration offices and the computer lab; and a gymnasium with state, basketball court and bleachers. Portable structures include the teachers' lounge, intervention room, library, makerspace, resource classroom and classrooms for grades 3-8. In addition, there are outdoor basketball courts, a soccer field, a 200-meter athletic track and K-4 playground.

Facility Inspections: Monthly facility inspections and the yearly FIT inspection are conducted by the facility manager. The Northern California Schools Insurance Group (NCSIG) biannual inspection last occurred in April 2021.

School Safety: Teachers are on duty and actively monitoring students from 7:45 a.m. to 3:00 p.m. This includes teachers and staff assigned to before- and after-school duties, lunch duties and cafeteria duties. External doors are locked during the school day and visitors are directed to the main office. Teachers and staff have walkie-talkies when they are out of their classrooms. Any incidents or concerns are reported to the office.

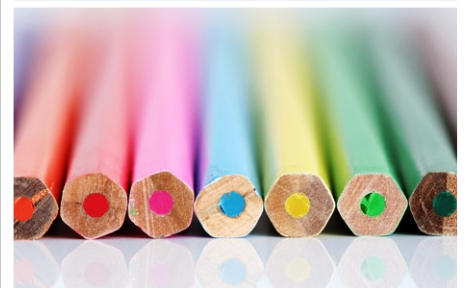
Maintenance and Cleaning: The facilities are maintained by a full-time facility manager who ensures that repairs are done in a timely manner and the campus is kept clean and safe. Two part-time custodians clean the classrooms, cafeteria and bathrooms daily during afterschool hours. Teachers and staff report maintenance requests to the facility manager.

Completed and Planned Facility Projects:

- Replaced HVAC unit for the administrative offices (fall 2021)
- Remodel main office (Spring 2022)
- Gymnasium Project: strip, seal and paint the gymnasium; repair all footers around the building (summer 2022)
- New sport shed (summer 2022)
- Repair gymnasium sprinkler system (winter 2022)



"The mission of Richmond School is to provide—in a small school atmosphere—the highest possible quality of education."



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement			2020-21 School Year			
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Richmond ES	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.



Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Richmond ES
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Richmond ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.10
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.72
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2019-20 Fiscal Year	
	Richmond ESD	Similar Sized District
Beginning teacher salary	\$38,747	\$47,265
Midrange teacher salary	\$64,053	\$69,813
Highest teacher salary	\$83,704	\$91,237
Average elementary school principal salary	⊕	\$113,466
Superintendent salary	\$115,000	\$131,359
Teacher salaries: percentage of budget	31%	30%
Administrative salaries: percentage of budget	12%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Richmond ES	\$7,671	\$60,798
Richmond ESD	\$7,671	\$60,798
California	\$8,444	\$72,352
School and district: percentage difference	◆	◆
School and California: percentage difference	-9.2%	-16.0%

⊕ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$9,723
Expenditures per pupil from restricted sources	\$2,052
Expenditures per pupil from unrestricted sources	\$7,671
Annual average teacher salary	\$60,798



Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	139	129	92.81%	7.19%	75.97%
Female	78	70	89.74%	10.26%	77.14%
Male	61	59	96.72%	3.28%	74.58%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	14	12	85.71%	14.29%	75.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	--	--	--	--	--
White	114	106	92.98%	7.02%	75.47%
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	139	129	92.81%	7.19%	51.16%
Female	78	70	89.74%	10.26%	42.86%
Male	61	59	96.72%	3.28%	61.02%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	14	12	85.71%	14.29%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	--	--	--	--	--
White	114	106	92.98%	7.02%	52.83%
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

