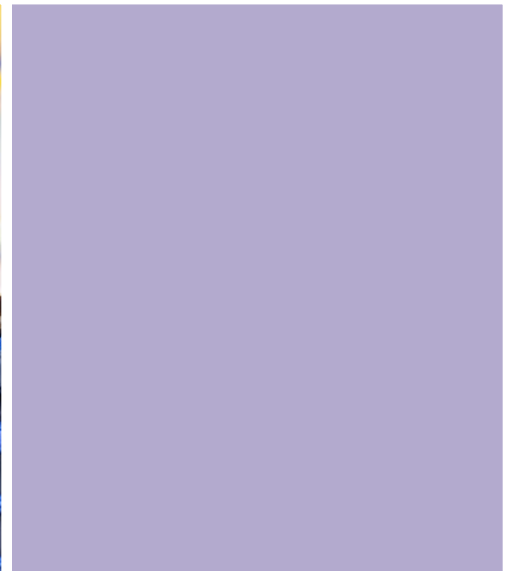# Richmond Elementary School District

700-585 Richmond Road East ▪ Susanville, CA 96130 ▪ (530) 257-2338 ▪ www.richmondelementary.com

SARC

2022-23

School Accountability
Report Card
Published in 2023-24

Richmond Elementary School

Grades K-8
CDS Code 18-64170-0000000

Brian Boyer, Superintendent/Principal
bboyer@richmondelementary.com

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

www.richmondelementary.com

Richmond Rebels

Principal's Message

It is an honor and a privilege to be the principal/superintendent at Richmond Elementary. This small, strong-knit community has faced many challenges in the past few years, and we continue to be dedicated to providing the best education for our students. Teachers and support staff believe wholeheartedly in each student and all believe every child deserves a quality education. Working together as a team, it is my goal to work collaboratively to ensure all students achieve their highest protentional.

School 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.

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 the school 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 2024.

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.
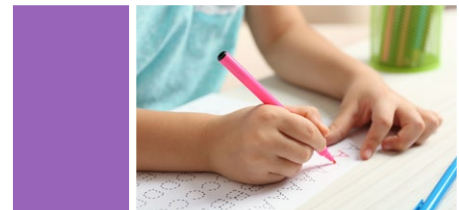
Governing Board

Sadie Albonico President

Nicholas McBride, Clerk

Adam Runyan
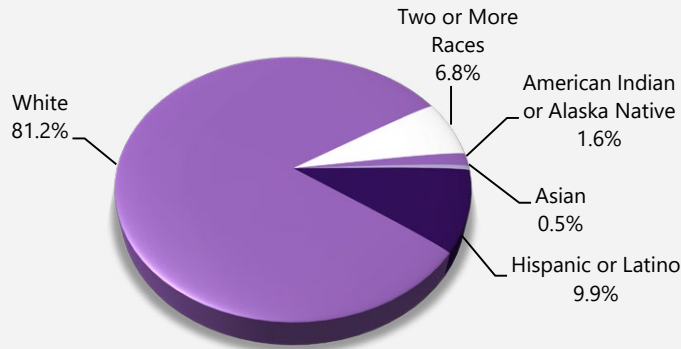
Daniel Bertotti

Tracy Langslet

Enrollment by Student Group

The total enrollment at the school was 191 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2022-23 School Year

- Two or More Races 6.8%
- American Indian or Alaska Native 1.6%
- White 81.2%
- Asian 0.5%
- Hispanic or Latino 9.9%

Enrollment by Student Group

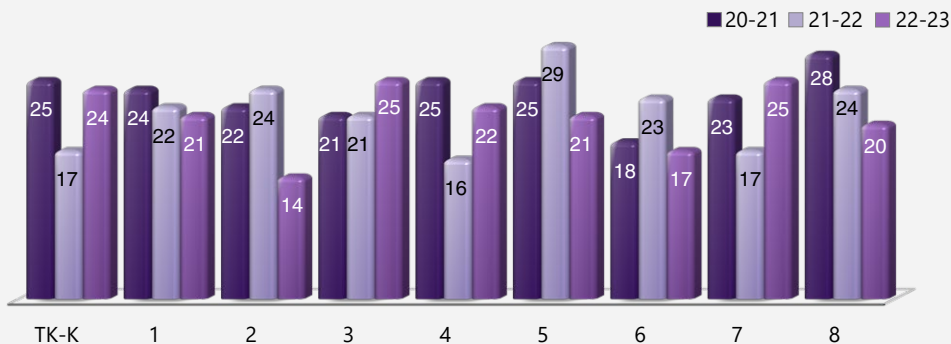| Demographics	
2022-23 School Year	
Female	50.80%
Male	49.20%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	18.30%
Students with Disabilities	8.90%

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.

Average Class Size — Three-Year Data

Legend: 20-21, 21-22, 22-23

Grade	20-21	21-22	22-23
TK-K	25	17	24
1	24	22	21
2	22	24	14
3	21	21	25
4	25	16	22
5	25	29	21
6	18	17	23
7	23	17	25
8	28	24	20

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Enrollment
TK-K	21
1	13
2	26
3	25
4	23
5	16
6	27
7	23
8	17

Number of Classrooms by Size — Three-Year Data

Grade	2020-21			2021-22			2022-23		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K		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		
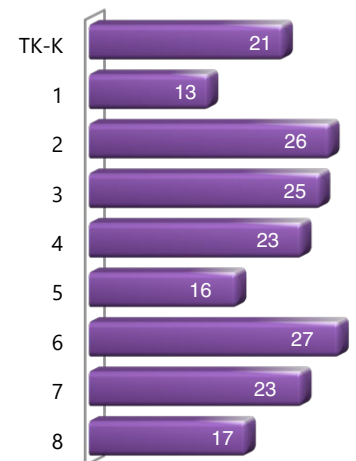
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions									Three-Year Data
	Richmond ES			Richmond ESD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	2.50%	2.60%	0.00%	2.50%	2.60%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	2.60%	0.00%
Female	0.00%	0.00%
Male	5.20%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.50%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.40%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.60%	0.00%

Professional Development

The major area of focus for staff development is looking at specific data that drives instruction, which also drives outcomes. They were selected by review data from the Dashboard and looking at the areas of weakness.

The methods used are as follows: Solutions Tree, a company that specifically targets data was recommended to Richmond staff. The consensus was to hire them to provide the necessary training and learn how to gather and read data and how to move forward with appropriate instruction.

The teachers meet once every two weeks to review results by gathering data, establishing bench marks and developing instruction. In addition, new teacher supports have been implement to job coach and teach new teachers.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	38
2022-23	4
2023-24	22
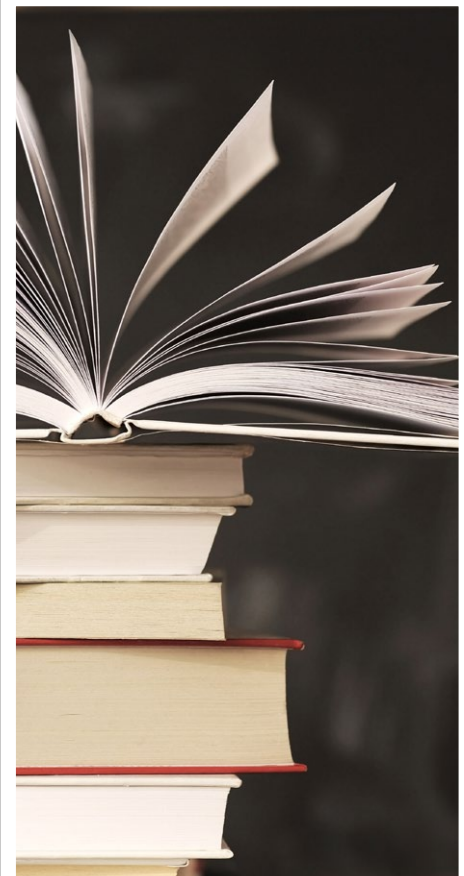
California Physical Fitness Test

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. Due to changes to the 2021–22 and 2022-23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	196	196	18	9.20%
Female	99	99	11	11.10%
Male	97	97	7	7.20%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	3	3	1	33.30%
Asian	1	1	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	20	20	4	20.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	13	13	3	23.10%
White	159	159	10	6.30%
English Learners	0	0	0	0.00%
Foster Youth	1	1	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	42	42	5	11.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	22	22	4	18.20%

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.
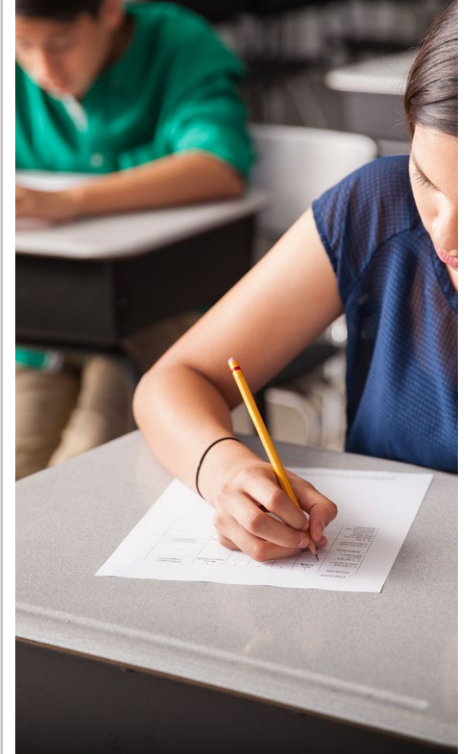
Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

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
	Richmond ES		Richmond ESD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	58.82%	37.50%	58.82%	37.50%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

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
	Richmond ES		Richmond ESD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	65%	50%	65%	50%	47%	46%
Mathematics	52%	43%	52%	43%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	33	32	96.97%	3.03%	37.50%
Female	15	14	93.33%	6.67%	35.71%
Male	18	18	100.00%	0.00%	38.89%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	27	27	100.00%	0.00%	33.33%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.
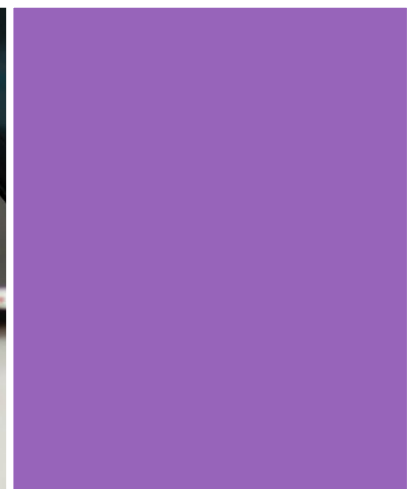
CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard	2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	125	122	97.60%	2.40%	50.00%
Female	58	57	98.28%	1.72%	56.14%
Male	67	65	97.01%	2.99%	44.62%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	13	12	92.31%	7.69%	66.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	102	100	98.04%	1.96%	50.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	21	21	100.00%	0.00%	33.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	10	83.33%	16.67%	❖

❖ 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: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard	2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	125	122	97.60%	2.40%	43.44%
Female	58	57	98.28%	1.72%	49.12%
Male	67	65	97.01%	2.99%	38.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	13	12	92.31%	7.69%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	102	100	98.04%	1.96%	45.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	21	21	100.00%	0.00%	28.57%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	10	83.33%	16.67%	❖

❖ 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.
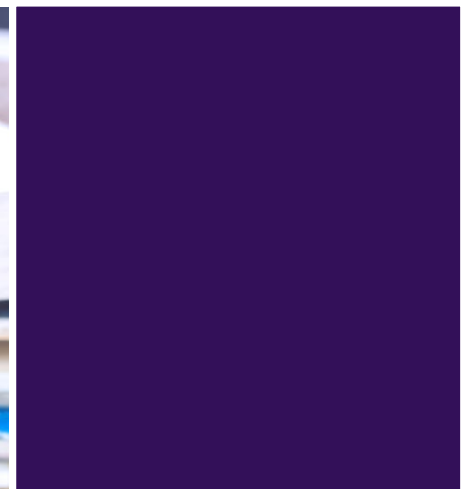
Textbooks and Instructional Materials

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		2023-24 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Wonders* (K-5)	2016
Reading/language arts	*StudySync* (6-8)	2016
Mathematics	Think Central (K-5)	2014
Mathematics	*Big Ideas Math* (6-8)	2014
Science	Twig Science (TK-5)	2020
Science	STEMscopes (6-8)	2020
History/social science	Studies Weekly (TK-4)	2006
History/social science	*History Alive!*, TCI (5-8)	2021
Health	Glencoe	2013

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	2023-24 School Year
Richmond ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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 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.

Quality of Textbooks

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

Quality of Textbooks	
2023-24 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2023-24 School Year	
Data collection date	9/14/2023

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2023-24 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	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	4/14/2023

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 2023.

School Safety: Staff are on duty and actively monitoring students from 7:00 a.m. to 2:45 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:

- 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)
- Repave parking lot (summer 2024)
- Remodel existing building for upcoming transitional kindergarten (summer 2024)

"Teachers and support staff believe wholeheartedly in each student and all believe every child deserves a quality education."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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)	9.0	90.0%	9.0	90.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	10.0%	1.0	10.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	10.0	100.0%	10.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement — 2021-22 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)	6.9	70.0%	6.9	70.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	20.0%	2.0	20.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	10.0%	1.0	10.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	9.9	100.0%	9.9	100.0%	279,044.8	100.0%

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/calpadsupdflash201.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.
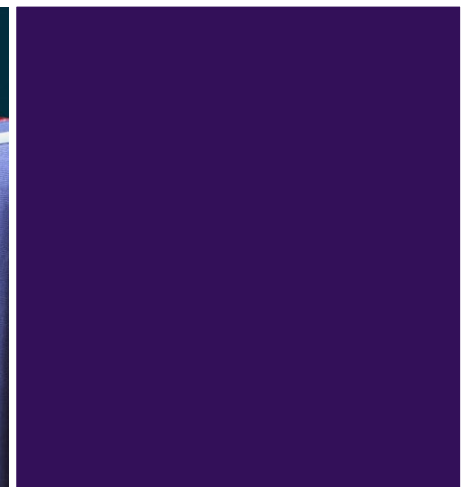
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments 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/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	1.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.0

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.

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	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

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

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

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

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/calpadsupdflash201.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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	190:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.00
Psychologist	0.00
Social worker	0.00
Nurse	0.50
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	0.50

Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	Richmond ESD	**Similar Sized District**
Beginning teacher salary	$40,312	$48,480
Midrange teacher salary	$66,640	$73,129
Highest teacher salary	$87,085	$99,406
Average elementary school principal salary	✪	$117,381
Superintendent salary	$110,000	$138,991
Teacher salaries: percentage of budget	26.34%	29.34%
Administrative salaries: percentage of budget	10.79%	5.99%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Richmond ES	$7,671	$59,079
Richmond ESD	$7,671	$59,079
California	$7,607	$75,753
School and district: percentage difference	◆	◆
School and California: percentage difference	+0.8%	-22.0%

✪ 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
2021-22 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	$59,079

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.