

# Richmond Elementary School

1206 Kearsarge Street • Ridgecrest CA, 93555 • (760) 499-1840 • Grades K-5

Michael Yancey, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
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#### District Governing Board

Timothy Johnson, President  
Amy Castillo Covert, Vice President  
William Farris, Member  
Kurt Rockwell, Member  
Michael Scott, Member

#### District Administration

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David Ostash  
**Assistant Superintendent, Human  
Resources**  
Christina Giraldo  
**Assistant Superintendent, Business  
Services**  
Michelle Savko  
**Assistant Superintendent,  
Curriculum and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**

### Principal's Message

At Richmond School we believe in celebrating learning through attendance, attitude, and achievement. Through cooperation between home and school, we can provide excellent learning opportunities for all students. We encourage parents to become involved by joining our Parent Teacher Organization (PTO) or School Site Council (SSC) or by visiting or volunteering in school-wide activities or in the classroom.

Richmond Elementary School was built in 1953, as part of the local school system on China Lake Naval Weapons Center. In 1974, the Annex, our special education facility, was added to the school. Richmond is a unique blend of children from military families, students in who live in Ridgecrest and students with disabilities. Our children are encouraged to accept others and work together.

We hold monthly assemblies to honor students in reading, math, and attendance. Students become "Super Stars" when they meet reading and math goals set by their teacher each month. We also cultivate patriotism by holding monthly flag raising ceremonies during which the students sing patriotic songs, student council officers address the student body and lead them in the Pledge of Allegiance and Richmond Pledge. We offer a bi-monthly art and music enrichment program for all students and display their artistic efforts at our Open House in May. Grade-level teachers host monthly Family Nights such as a mobile planetarium, exploring Chromebooks, Family Valentine night, game night, a reading activity night, or math activity night. Also, our special education and general education students mainstream (take classes together) at different times throughout the day.

Richmond School was selected as a California Distinguished School in 2004. The California Services for Technical Assistance and Training (CalSTAT) program chose our school as a leadership site for collaboration between special and general education. Richmond was identified as a Title I Academic Achievement School in 2005 and again in 2006. In the spring of 2016 Richmond was recognized as a California Gold Ribbon School and as a Title I Achieving School. We received these honors as a result of our staff, students, and parents working together for the success of all students.

Michael Yancey, PRINCIPAL

## About the SARC

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 and 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	70
Grade 2	68
Grade 3	74
Grade 4	72
Grade 5	75
Grade 6	7
Grade 7	5
Grade 11	1
Grade 12	1
<b>Total Enrollment</b>	<b>455</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.9
Asian	2.6
Filipino	1.3
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	1.3
White	60.9
Two or More Races	2.4
Socioeconomically Disadvantaged	53.6
English Learners	11.6
Students with Disabilities	23.7
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Richmond Elementary School	14-15	15-16	16-17
With Full Credential	21	23	21
Without Full Credential	2	2	4
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Richmond Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.8	4.2
Districtwide		
All Schools	88.9	11.1
High-Poverty Schools	92.8	7.2
Low-Poverty Schools	83.2	16.8

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures (2008) Adopted in 2011  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin -2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (2008) Adopted in 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California (2006) Adopted in 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Buildings

Richmond School was constructed in 1953, and several buildings were added in 1974. To accommodate class-size reduction, we have added three portable classroom buildings. The reading garden provides students with a quiet place to read. Our PTO has installed benches and tables on campus and helped purchase playground equipment for our school.

The intermediate playground was resurfaced in 2008. We look forward to the addition of a track and parking lot as well as site and classroom improvements through the Measure A bond project. The plumbing system in the annex building was replaced in the fall of 2010.

Several trees were removed in the winter of 2011 due to insect infestation. The grounds have been replanted with grass and are regularly maintained. Each fall, district maintenance personnel refill and smooth our playground sand.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

#### Library

Our full-time media clerk assists students in the library before, during, and after school. Our media clerk also teaches weekly lessons in library skills and utilizing the library system. We assign students a weekly library time, during which they receive lessons that address grade-level standards. Our Accelerated Reader program measures student progress in reading and helps students select books at the appropriate level. We employ an Accelerated Reader paraprofessional who assists students in selecting books at the correct reading level, taking assessments, and checking out books.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/11/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				No apparent problems
<b>Interior:</b> Interior Surfaces			X		Annex Center Room: Carpet seams are spreading apart. Annex Office: Seams in the carpet are not tight. Classroom 1: Plaster is cracking on east wall. Classroom 10: Carpet is bubbling up due possibly due to shift in concrete. Classroom 11: It feels like a big crack in the concrete under the carpet. Classroom 19: Carpet seams are coming apart. Classroom 22: Carpet seams are coming apart. Classroom 35: Carpet seams are separating. Classroom 36: Carpet seams are separating. Kitchen: Some tile is cracked and a few are missing. The ceiling has water damage.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				No apparent problems
<b>Electrical:</b> Electrical	X				no apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				Computer Lab: One sink does not turn on.
<b>Safety:</b> Fire Safety, Hazardous Materials	X				No apparent problems
<b>Structural:</b> Structural Damage, Roofs	X				Cafeteria: Water damage around west ceiling beam. There are a few cracks in the plaster. Kitchen: Some tile is cracked and a few are missing. The ceiling has water damage. Richmond Office: 12x12 ceiling tiles look like some want to come down.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Grounds (Back Campus): Asphalt has various size cracks.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
		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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	44	51	50	50	44	48
Math	36	39	34	34	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	73	68	77	65	63	61	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	27	18.9

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	79	74	93.7	77.0
Male	38	36	94.7	66.7
Female	41	38	92.7	86.8
Hispanic or Latino	19	19	100.0	47.4
White	50	47	94.0	87.2
Socioeconomically Disadvantaged	43	41	95.4	68.3
Students with Disabilities	19	18	94.7	72.2

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	80	77	96.3	48.0
	4	77	74	96.1	58.1
	5	79	75	94.9	54.7
Male	3	45	43	95.6	44.2
	4	36	35	97.2	54.3
	5	38	37	97.4	35.1
Female	3	35	34	97.1	52.9
	4	41	39	95.1	61.5
	5	41	38	92.7	73.7
Hispanic or Latino	3	21	21	100.0	23.8
	4	27	26	96.3	50.0
	5	19	19	100.0	
White	3	48	46	95.8	58.7
	4	43	41	95.3	68.3
	5	50	47	94.0	76.6
Socioeconomically Disadvantaged	3	44	41	93.2	29.3
	4	42	40	95.2	45.0
	5	43	42	97.7	45.2
Students with Disabilities	3	18	18	100.0	27.8
	4	16	15	93.8	13.3
	5	19	19	100.0	42.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	79	76	96.2	38.2
	4	77	74	96.1	51.4
	5	79	75	94.9	33.3
Male	3	44	42	95.5	35.7
	4	36	35	97.2	51.4
	5	38	37	97.4	21.6

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	35	34	97.1	41.2
	4	41	39	95.1	51.3
	5	41	38	92.7	44.7
Hispanic or Latino	3	21	21	100.0	9.5
	4	27	26	96.3	42.3
	5	19	19	100.0	
White	3	48	46	95.8	52.2
	4	43	41	95.3	61.0
	5	50	47	94.0	46.8
Socioeconomically Disadvantaged	3	43	40	93.0	17.5
	4	42	40	95.2	40.0
	5	43	42	97.7	23.8
Students with Disabilities	3	18	18	100.0	16.7
	4	16	15	93.8	13.3
	5	19	19	100.0	15.8

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

We have an active Parent Teacher Organization that supports our school through their commitment of time and energy. They are partners with the school, annually undertaking tremendous efforts in fund-raising to benefit the children of Richmond School. The School Site Council includes both parents and school personnel. It helps develop, carry out, and monitor the Single Plan for Student Achievement (SPSA). We update the Single School Plan for Student Achievement and the School Safety Plan with input from these two parent groups and from an annual survey of all parents.

Parents and community members volunteer in our classrooms, library, and our Before School Reading Program. They also support such school-wide activities as the Lunch Club. The FAME (Fine Arts Mini-Experience) program is another example of dedicated parents. Every other Friday FAME exposes our students to famous artists and musicians. The children make a work of art in the style of the famous artist. This allows for grade level and/or special education teacher collaboration. The contact person for parent involvement is Denise Moliterno-Ford, and she can be reached at (760) 499-1840, in the Projects office. To find out how you can become involved and make a difference at Richmond School please call the office at 760-499-1840 and ask to speak to the principal.

#### State Priority: School Climate

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

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

### School Safety Plan

Staff members supervise students 15 minutes before and after school and during all recesses. Five supervisors keep the playground safe at lunch. We require all visitors to sign in at the office and wear badges. China Lake Police officers often visit the campus and talk to students. The China Lake Fire Department visits the school annually with a mobile fire prevention unit and instructs students about fire safety.

School personnel participate in monthly site and district safety meetings. We update our site safety plan annually. Staff revisit emergency release plans on a regular basis to ensure that parents can pick up their children in an efficient and safe manner, should an emergency occur.

Our crisis-response plan was developed with local law enforcement agencies. We hold regular fire and evacuation drills as well as regular lock-down and earthquake drills. Our school district participates in the yearly "Great California Shakeout" earthquake drills.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	3.5	0.8
Expulsions Rate	2.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	7.7	6.7	5.9
Expulsions Rate	0.2	0.2	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	42.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.6
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.7
Resource Specialist	1.0
Other	29.08
Average Number of Students per Staff Member	
Academic Counselor	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.



Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	17	15	15	3	4	4	1	1	1			
1	27	29	29				2	2	2			
2	27	28	28				3	2	2			
3	28	21	21		2	2	2	2	2			
4	32	22	22		1	1	2	2	2			
5	18	26	26	3	1	1	2				2	2
6	3	10	10	1	2	2						
Other	12	9	9	4	1	1						

### Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,718	\$42,063
Mid-Range Teacher Salary	\$59,866	\$64,823
Highest Teacher Salary	\$80,940	\$84,821
Average Principal Salary (ES)	\$93,471	\$101,849
Average Principal Salary (MS)	\$99,479	\$107,678
Average Principal Salary (HS)	\$109,594	\$115,589
Superintendent Salary	\$136,000	\$169,152
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	6%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7371.45	347608	3895.37	63459.12
District	♦	♦	5248.53	\$61,647
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-25.8	6.8
Percent Difference: School Site/ State			-27.2	-2.8

\* Cells with ♦ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

State and federal monies are used to supplement the educational programs offered to students through smaller instructional groups, the Accelerated Reader lab, staff development, and parent involvement programs. We receive funding to supplement school programs from sources such as our PTO, Kiwanis, and private donations. We have used these funds to improve school facilities, including the library, and to enhance technology.

### 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 and the county. 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.