

Richmond Elementary School

1206 Kearsarge Street • Ridgecrest CA, 93555 • (760) 499-1840 • Grades K-5
Maureen Glennon, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Sierra Sands Unified School District

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Assistant Superintendent, Business Services
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Assistant Superintendent, Curriculum and Instruction
Elaine Littleton
Executive Director of SELPA
David Ostash
Assistant Superintendent of Human Resources

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. 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, movie night, or math activity night. Also, our special education and general education students mainstream (take classes together) in the afternoons.

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. We received these honors as a result of our staff, students, and parents working together for the success of all students.

Maureen Glennon , PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (760) 499-1840.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	69
Gr. 1	83
Gr. 2	73
Gr. 3	68
Gr. 4	81
Gr. 5	86
Gr. 6	5
Gr. 7	2
Gr. 8	3
Gr. 10	1
Gr. 11	1
Total	472

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	1.5
Asian	3.2
Filipino	1.7
Hispanic or Latino	26.3
Native Hawaiian/Pacific Islander	1.1
White	59.7
Two or More Races	1.3
Socioeconomically Disadvantaged	57.8
English Learners	9.3
Students with Disabilities	25.8

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	12-13	13-14	14-15
Fully Credentialed	25	22	21
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	202
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Richmond Elementary School	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	90.54	9.46
High-Poverty Schools	91.24	8.76
Low-Poverty Schools	89.58	10.42

* 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 2014-15)

We choose our 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: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Treasures (2008) Adopted in 2011
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Houghton Mifflin California Math (series) (2009) Adopted in 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Science (2008) Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History-Social Science for California (2006) Adopted in 2006

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 classsize 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: 11-07-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No apparent problems
Interior: Interior Surfaces	[X]	[]	[]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11-07-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No apparent problems
Structural: Structural Damage, Roofs	[X]	[]	[]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Asphalt has cracks. Work orders have been submitted for repair.
Overall Rating	Exemplary	Good	Fair	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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	55	64	73	69	68	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	60	58	59	54	59	59	54	56	55
Math	67	63	67	52	53	54	49	50	50
HSS				48	54	56	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	5	6
Similar Schools	7	6	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.7	26.7	40.0

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	73
Male	69
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	61
Native Hawaiian/Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	62
English Learners	
Students with Disabilities	60
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	7	-13	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	-42	6
Native Hawaiian/Pacific Islander			
White	-2	-9	25
Two or More Races			
Socioeconomically Disadvantaged	5	-27	21
English Learners			
Students with Disabilities	5	-20	52

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

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 and the Career Luncheon Program. 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 district also offers parenting classes, monthly parent and education programs. The contact person for parent involvement is Denise Moliterno-Ford, and she can be reached at (760) 499-1840 in the Projects office.

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 Kern County Fire Department visits the school annually with an assembly and puppet show about fire safety.

School personnel participate in monthly site and district safety meetings. We update our site safety plan annually; our last update was on February 7, 2014. 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 monthly 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	11-12	12-13	13-14
Suspensions Rate	3.2	3.2	2.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0.8
Psychologist	0.6
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.7
Resource Specialist	1.0
Other	22.1
Average Number of Students per Staff Member	
Academic Counselor	464

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21	20	14	2	1	4	2	3	1	0		
Gr. 1	20.8	13	14	2	5	4	3	2	2	0		
Gr. 2	21.3	13	10	1	4	5	2	2	2	0		
Gr. 3	23.3	12	10	2	5	5	1	2	2	1		
Gr. 4	22	10	14	1	7	4	2	2	2	0		
Gr. 5	22.5	15	11	2	3	6	2	2	2	0		
Gr. 6		2	5		1	1						

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6600	3016	3584	59936
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-21.5	0.5
Percent Difference: School Site/ State			-35.3	-5.1

Types of Services Funded at Richmond Elementary School

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.

Professional Development provided for Teachers at Richmond Elementary School

Our teachers and administrators participate in staff development activities throughout the year. District Office sponsored grade level professional development is conducted once a trimester. Recent trainings have emphasized math, writing, and technology via Illuminate training, and English Language Development instructional strategies. We hold regular on-site collaborative meetings in which our staff discusses state and district standards, our academic program, and effective instructional strategies.

During the 2013-14 school year, representatives from Houghton Mifflin instructed staff not previously trained in the instructional strategies for Treasures, our current Language Arts adoption. New adoption training from GO Math was provided in June and August of 2014 to all employees. We also offer monthly professional development opportunities in the Accelerated Reader and Accelerated Math programs. After and during school additional instruction for teachers is provided via technology coaches assigned to the school in the use of Google Docs, Teacher Dashboard, Moby Max, Illuminate Report Cards, GMail, Google Calendar, Apps, Web 2.0 Tools and Chromebook use.