

# **Richgrove Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Richgrove Elementary School
Street	20812 Grove Drive
City, State, Zip	Richgrove, CA 93261
Phone Number	(661) 725-2424
Principal	Mario Millan
Email Address	mariom@richgrove.org
Website	www.richgrove.org
County-District-School (CDS) Code	54720826114672

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Richgrove Elementary School District
Phone Number	(661) 725-2424
Superintendent	Mario Millan
Email Address	mariom@richgrove.org
Website	www.richgrove.org

### School Description and Mission Statement (School Year 2020-2021)

The Richgrove staff has high expectation of all students for their academic, social and personal growth. Students are held accountable for their achievement towards meeting the standards. Students are encouraged to be risk takers when improving their learning. The Richgrove staff provides a physically and emotionally safe environment for all students. Input from staff, community and students is respected, encouraged, and valued. Teachers reflect on their practice as educators and strive to develop as professionals. Shared leadership, respect for all, and working as a team are encouraged.

Richgrove School District, a one-school district, serves 575 students in grades TK-8. The district is located in Richgrove, an unincorporated community located in the South eastern part of Tulare County in the State of California. Richgrove is on the Kern County line approximately 7 miles from Delano and Highway 99 in the Central California Valley of California. Neighboring communities are: Delano to the West, Porterville to the North, and Bakersfield to the South.

Richgrove is an agricultural community with a population flexibility of up to 3,200 persons. Table grapes, pistachios, oranges and almonds are among the major crops in this area. The employment sources available are light industry and seasonal agriculture.

Richgrove School's mission is dedicated to helping all students become 21st Century Learners\*. We strive to educate young people so they will function at their highest intellectual capacity and develop all qualities necessary to become competent and compassionate contributing members of society. Through rigorous instruction, technological access, enrichment and athletics, Richgrove Students will become well rounded citizens.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	75
Grade 1	55
Grade 2	56
Grade 3	67
Grade 4	66
Grade 5	76
Grade 6	61
Grade 7	68
Grade 8	68
<b>Total Enrollment</b>	<b>592</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	1
Filipino	1
Hispanic or Latino	97.5
Socioeconomically Disadvantaged	97.8
English Learners	63.9
Students with Disabilities	5.6
Homeless	4.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	34	33	34	34
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1 per student New or good condition 2016 edition	Yes	0
Mathematics	1 per student New or good condition 2015 edition	Yes	0
Science	1 per student New or good condition 2019 edition	Yes	0
History-Social Science	1 per student New or good condition 2011 edition	Yes	0
Foreign Language	1 per student New or good condition 2015 edition	Yes	0
Health	Classroom set grades 7 and 8 Fair condition 2006 edition	No	0
Visual and Performing Arts	LEA Provided		n/a
Science Laboratory Equipment (grades 9-12)	LEA Provided		n/a

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

## School Facility Conditions and Planned Improvements

Richgrove School provides a safe, clean environment for students, staff and parents. School facilities were built in 1954 and include 24 classrooms, a staff lounge, a latch key room, a cafeteria, playgrounds, and a band room. These existing buildings were included in modernization plans in 1985 and in 2003. In 2003, the restrooms were modernized. In 1996, a middle school and district office were built. This addition includes a library, computer lab, a gymnasium, a resource room, a playground, and 6 classrooms and 4 permanent portables.

Richgrove School has a scheduled maintenance program that ensures that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning and safety. Richgrove School's maintenance department uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 2018. At this time no deficiencies were cited.

Meetings have begun with an architect to plan out replacements of old classrooms along with pathway repairs. A plan is in place water fountains via a grant is moving forward. The maintenance plan for the 2014-17 year includes HVAC repairs and upgrades.

**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	20	N/A	20	N/A	50	N/A
Mathematics (grades 3-8 and 11)	13	N/A	13	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	1	N/A	1	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2020-2021)**

Richgrove School believes that parent involvement is one of the keys for student success. Parents are encouraged to participate in the education of their children by helping them at home with their homework, volunteering in their student’s classroom, and attending student events such as Students of the Month assemblies. Parents are encouraged to participate in the English Language Advisory Committee (ELAC) , School Site Council (SSC), Migrant PAC Meetings, Monthly Parent Meetings, LCAP preparation, Monthly Board Meetings and Monthly Breakfast with the Principal Meetings.

Parents who wish to participate in Richgrove School’s leadership teams, school committees, and school activities may contact the school at (661) 725-2424.



## State Priority: School Climate

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

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

## Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.2	3.8	6.2	3.8	3.5	3.5
Expulsions	0.2	0.0	0.2	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.1	3.1	
Expulsions	.01	.01	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

In order to cooperate and support the disaster efforts of the schools in the event of a major disaster, Richgrove School District has established emergency headquarters to be at the district office or transportation department as designated by the superintendent depending on the nature and extent of a disaster. The governing board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs. (Ed. Code 38132)

Richgrove School has an established disaster preparedness plan which is reviewed and updated annually. The school plan includes designated responsibilities and an established chain of command. Specified staff members will communicate with or report to emergency headquarters in the event of a disaster or when notified to do so. Disaster drills are practiced on a regular basis.

Richgrove School's Comprehensive Safe School Plan was developed in 1998 by the Safe School Committee and the On-Site Sheriff's Officer. The plan was last up-dated in July 2020 and reviewed with the staff at that time. The updated plan is available to the public at the district/school office.

The highlights of the plan include the following:

- Comprehensive disaster and crisis plan
- Communication strategies
- Safe transportation
- Bully Policy
- Suicide Prevention
- COVID 19 Safety Plan

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	18	6		20	2	1	1	19		3	
1	23	1	26		18	3			18	2	1	
2	23		27		22		3		19	1		2
3	20	27	9		22		3		22		3	
4	22		27		26		3		22		3	
5	23		18		21	1	2		25		3	
6	23		18		22		3		20	1	2	

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	592

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist	1
Other	5

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,680.60	\$2,049.52	\$12,631.08	\$77,268
District	N/A	N/A		\$79,595
Percent Difference - School Site and District	N/A	N/A	0.0	-3.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	47.9	7.8

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

## Types of Services Funded (Fiscal Year 2019-2020)

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Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- At-risk: After School Tutoring, Summer School, Intervention Pull Out, Rosetta Stone, Student Study Team, Counselor, Differentiated Instruction and Instructional Aide Support, Accelerated Math, Accelerated Reader, iReady, Slosson
- Title I: Instructional Aide Support, Staff Development, Parent, Student Study Team, Counselor, Differentiated Instruction, iReady, Rosetta Stone
- English Language Learners: English Language Acquisition Program, Student Study Team, Counselor, Differentiated Instruction, ELL Instructional Aide Support, Daily English Language Development, Rosetta Stone, Slosson
- Special Education: Resource Specialist Program, Adaptive Physical Education, Student Study Team, School Counselor, Intervention Class, Language Speech and Hearing Specialist, School Psychologist, and Differentiated Instruction.
- Academic Coaching
- Supplemental Concentration: Winter and Summer Academies, Supplemental instructional materials, tutorials, a fine arts program, and other activities.

### Extra Curricular Activities

Students are encouraged to participate in the school's additional academic and extra curricular activities that promote a positive attitude that encourages achievement and aids in the prevention of academic problems. Activities and programs include:

- After school tutoring
- Winter Institute (when available)
- Summer Session
- Fine Arts Program
  - Piano
  - Marching band
  - Performance Band
  - Guitar
  - Rock Band
  - Spelling Bee
- Oral Language
- Sports Program
  - After school choir
  - Recreation Sports League
- Academic Bowls
  - Math
  - Poetry and Prose

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,846	\$46,965
Mid-Range Teacher Salary	\$69,519	\$67,638
Highest Teacher Salary	\$89,006	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$135,000	\$128,853
Percent of Budget for Teacher Salaries	28.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

All training and curriculum development activities at Richgrove Elementary school revolve around the Common Core Standards and Frameworks. Professional development activities provide support for you newly adopted curriculum and the implementation of new programs. Over the last three years we have had 15 days of professional development.

Professional Development includes:

- ELA Standards
- ELD Standards
- ELD Strategies
- Promethean Board
- Kagan Strategies
- Houghton Mifflin Program
- Common Core Standards Training
- Eclipse Lesson Planning Training
- CELDT test administration
- Thinking Maps
- Checking for Understanding
- What's my place, what's my value (math)
- Data Analysis
- Number Talks (math)
- ZOOM Training
- Distance Learning Instructional Practices