



Richfield Elementary School

23875 River Rd. • Corning, CA 96021 • 530.824.3354 • Grades K-8

Jeff Scheele, Principal

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<http://www.richfieldschool.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Richfield Elementary School District

23875 River Road
Corning, CA 96021
(530) 824-3354

<http://www.richfieldschool.org/>

District Governing Board

Heather Jager
President

Bryce Biswell
Clerk

Jim Long

Courtney Daggoret
Member

Bob Johnson
Member

District Administration

Jeff Scheele
Superintendent

Jeff Scheele
Superintendent/Principal

School Description

Mission Statement

Richfield Elementary School's mission is to ensure a quality educational foundation for each student so that they may each realize their full potential as lifetime learners and responsible and productive members of our society.

Richfield Core Values:

Learning

Richfield School believes that ALL STUDENTS can and will learn in a nurturing, safe, and supportive environment and will be given the tools to become life-long learners

Community

Richfield School believes that the school is the foundation of the community and requires a partnership among students, staff, parents, and community members which is characterized by mutual commitment and collaborative effort.

Best Effort

Richfield School believes that success can only be achieved through hard work, perseverance, commitment, and dedication in the classroom, during campus activities, within the community and at home.

Continuous Improvement

Richfield School will continually evaluate data and monitor progress and strive for continuous improvement.

Ethical Behavior

Richfield School believes our actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity, and mutual respect.

Fiscal Responsibility

The Richfield Board of Trustees shall strive to achieve an adequate reserve level of three months operating expenses for economic uncertainties while maintaining the best possible programs for students, competitive employee salaries and an attractive, safe, and secure campus.

Richfield Elementary School is rurally located in Southern Tehama County. Serving approx. 240 students from Transitional Kindergarten through Eighth Grade, Richfield Elementary observes a traditional school calendar year.

The entire school community along with the PTO continually works to enhance self-esteem and enrich the students life through meaningful learning activities that promote responsible behavior and academic success. Many parents can be found as classroom volunteers and sit on the School Site Council. All staff members work to provide students with rich, integrated, and well-coordinated curriculum following common core state standards. All students, staff and parents are expected to work to the best of their potential and strive for academic excellence.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	21
Grade 2	27
Grade 3	30
Grade 4	30
Grade 5	33
Grade 6	29
Grade 7	29
Grade 8	28
Total Enrollment	252

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.8
Asian	2.4
Filipino	0.4
Hispanic or Latino	41.3
White	50.4
Two or More Races	4.4
Socioeconomically Disadvantaged	55.6
English Learners	21.8
Students with Disabilities	10.7
Foster Youth	1.2

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 for Richfield Elementary	17-18	18-19	19-20
With Full Credential	13	14	14
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Richfield Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	14
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Richfield Elementary School

Indicator	17-18	18-19	19-20
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 Instructional Materials (School Year 2019-20)

Every student has Common Core State Standards aligned instructional materials. Teachers make modifications to align lessons with CCSS.

Textbooks and Instructional Materials

Year and month in which data were collected: 2020 - January

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading Mastery The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	GoMath K-1, Envision Math 2-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt Brace Mystery Science and other Online programs The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Holt Rhinehart & Scott Foresman, Benchmark Advance, and teacher supplementation. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	2005-2019 Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Richfield Elementary School campus has 13 classrooms, a science lab, a library, a computer lab, a gymnasium, administrative offices, and a cafeteria. Recently constructed in 2006, the facility is in excellent condition, maintained by a 3 member custodial/maintenance staff. Our campus has routine safety visits from North Valley Insurance Group. Richfield has recently installed new camera systems, new clock/bell/intercom systems, resurfaced the gym floor, and is conducting preliminary planning for solar power generation. Visitors to the campus regularly complement the school on how clean and well maintained the campus is.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: Jan 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	47	42	47	50	50
Math	30	38	30	38	38	39

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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	173	94.54	46.51
Male	96	94	97.92	36.56
Female	87	79	90.80	58.23
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	79	78	98.73	38.46
White	90	83	92.22	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	37.62
English Learners	45	45	100.00	33.33
Students with Disabilities	19	18	94.74	17.65
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	173	94.54	38.46
Male	96	94	97.92	38.46
Female	87	79	90.80	38.46
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	79	78	98.73	31.58
White	90	83	92.22	39.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	30.61
English Learners	45	45	100.00	31.82
Students with Disabilities	19	18	94.74	21.43
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 2019-20)

Contact Person Name: Mitzi LoPicolo, Merideth Allen, Nicole Devine

Contact Person Phone Number: 530.824.3354

Richfield appreciates the involvement of parents in our school. Many parent volunteers help in the classroom, on field trips, at K and 8th grade graduation, in the snack bar as well as nearly all school events. Richfield has a dedicated and strong PTO that actively supports the students and staff. The P.T.O. raises money annually that goes directly to the benefit of all students. Teachers meet with parents before and after school, and at bi-annual conferences. Teachers also communicate electronically regularly via online grade books, email and other electronic applications. Richfield parents are encouraged to be an active force in our school. Parents hold seats on School Site Council, which also serves as the DSLT (District School Leadership Team) and the Safety Committee. Our site council and DSLT group provide input and help guide the development of the LCAP. Parent surveys have been posted on our website and sent home to gain feedback. We have an annual Grandparents Day Celebration, Ham Dinner, Back to School Night etc. All events are very well attended by parents and the community. Richfield School also has a District English Learners Advisory Committee (DELAC) that meets regularly, consults and gives input on the overall ELD program, the LCAP and on the direction of the school.

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.

School Safety Plan

Richfield School District maintains a comprehensive school safety plan to ensure the safety of all students. Our School Site Council also serves as our Safety Committee. The Safety Committee and the School Board approve the safety plan annually prior to March 1st. Emergency drills are performed monthly. Safety training is provided for all staff each year and all staff are certified in ALICE safety protocols. Security cameras and shatterproof safety glass has been installed on all school buildings and each classroom is self sustaining in terms of medical and emergency materials and self defense.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.5	1.4
Expulsions Rate	0.0	0.4	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.5	1.4
Expulsions Rate	0.0	0.4	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.3

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	20	2			14	2			25		1	
1	20	1			28		1		21		1	
2	22		1		32		1		19	1		
3	29		1		26		1		19	1	1	
4	31		1		28		1		30		1	
5	28		1		27		1		33			1
6	23		1		26		1		29		1	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Richfield Elementary supports a variety of staff development opportunities to improve effectiveness of the instructional program. Staff are given opportunities to attend conferences, workshops, and seminars both within and outside the local area. Outside experts are also utilized in addition to staff lead professional development activities in accordance with the school's LCAP. Currently, our focus areas for PD as outlined in the LCAP include the MTSS & Socio-Emotional Health, CCSS, ELD Standards and practices (Designated & Integrated ELD), Math Curriculum review, CAASPP, NGSS/STEM, History-Social Science and technology.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,445	\$45,252
Mid-Range Teacher Salary	\$57,469	\$65,210
Highest Teacher Salary	\$81,609	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$109,242	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	31%
Administrative Salaries	7%	7%

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

Types of Services Funded

The expenditures listed include all educational service including transportation, health screening, instructional materials, curriculum, athletics and maintenance and operations. This includes funds spent for general education, special education and federal/state funded programs.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,046.00	\$2,881.00	\$7,488.00	\$65,160
District	N/A	N/A	\$7,488.00	\$65,200.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-0.1
School Site/ State	-0.2	0.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.