Richmond Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 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.
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.

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.

2023-24 School Contact Information

School Name	Richmond Elementary School
Street	348 Rowe Street
City, State, Zip	Ridgecrest, CA 93555
Phone Number	(760) 499-1840
Principal	Michael Yancey
Email Address	myancey@ssusd.org
School Website	richmond.ssusd.org
County-District-School (CDS) Code	15 73742 6009328

2023-24 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. April Moore
Email Address	superintendent@ssusd.org
District Website	http://www.ssusd.org/

2023-24 School Description and Mission Statement

School Description:
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 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

2023-24 School Description and Mission Statement

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.

On July 4th and July 5th of 2019 very powerful earthquakes shook the Ridgecrest, CA area. Richmond Elementary school sustained extensive damage and the school was relocated to an existing district facility (348 Rowe Street) that had formerly been an elementary school but was being utilized for district programs, services, and offices, as well as the district adult school program. The facility was modernized over the course of the summer and made ready for school at the beginning of the 2019-2020 school year. This school year due to the Covid-19 Pandemic we started with all students invited to attend in person and an independent study option for those that did not want to attend on campus. The school is currently open post covid with all programs.

School Mission Statement:

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- Develop responsibility and proper citizenship
- Demonstrate respect for self and others
- Acquire academic skills, knowledge and self-motivation to learn
- Apply critical thinking and express their creativity

These goals will be accomplished through:

- Professional development
- Parent education/participation program
- Cooperation and support from parents and community

Michael Yancey, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	58
Grade 2	68
Grade 3	64
Grade 4	56
Grade 5	61
Total Enrollment	380

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.4%
Male	56.6%
American Indian or Alaska Native	0.3%
Asian	1.8%
Black or African American	7.4%
Filipino	1.1%
Hispanic or Latino	36.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.2%
White	46.8%
English Learners	7.9%
Foster Youth	1.1%
Homeless	4.5%
Socioeconomically Disadvantaged	46.6%
Students with Disabilities	34.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	63.64	158.40	68.07	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.55	10.50	4.54	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	21.00	9.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	20.60	8.85	12115.80	4.41
Unknown	7.00	31.82	22.00	9.49	18854.30	6.86
Total Teaching Positions	22.00	100.00	232.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	67.70	154.60	65.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	2.89	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.61	35.20	14.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.30	5.20	11953.10	4.28
Unknown	6.00	27.69	27.60	11.68	15831.90	5.67
Total Teaching Positions	21.60	100.00	236.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015)	Yes	0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020	Yes	0
History-Social Science	California Studies Weekly (2018) Adopted in 2019	Yes	0
Health	Health and Fitness Adopted in 2005	Yes	0
Visual and Performing Arts	QuaverMusic CA by QuaverEd (2023) Adopted in 2023 SRA Art Connections Adopted in 2007	Yes	0

School Facility Conditions and Planned Improvements

Due to the earthquake damage sustained at the original Richmond Elementary School site in July 2019, the school was relocated to the Vieweg Campus located at 348 Rowe Street. Prior to the relocation, the campus was repaired and modernized (parking lot resurface, playground resurface, T-bar ceilings replaced, walkways on campus, and technology, fire alarm system, etc.) to support the needs of the Richmond students and staff. Overall, due to the repairs and modernization efforts, the campus is adequate, clean, and safe. The district plans to address water flow issues on campus with additional repairs and modernization in the 2019-20 school year to ensure good repair status.

Year and month of the most recent FIT report	January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces			X	K1 Classroom: Cracked wall, broken plaster, stained ceiling tile, and 2 missing tiles. K2 Classroom: Plaster on walls is chipped off. The ceiling tiles are stained. Replace 9. Transfer strip needs repair. Classroom 4: Carpet torn.

School Facility Conditions and Planned Improvements

				Classroom 5: Carpet torn. Classroom 6: Carpet torn. Classroom 7: Carpet torn. Classroom 8: Carpet torn and stained, ceiling tile stained, tackable wall torn. Classroom 10: Carpet has a seam separating. Classroom 12: Carpet seam coming apart. Classroom 14: Torn carpet seam. Classroom 17: Tears in carpet and stained ceiling tiles. Classroom 18: Stained ceiling tiles. Classroom 22: Carpet stains, ceiling tile stained. Library: Carpet is degrading. Staff Lounge Room 23:Torn tackable walls. Office: Ceiling peeling above door to R/R hallway. Cafeteria: Ceiling tiles stained/falling. Kitchen: Floor tiles cracked. Stains in corner ceiling. NW paint needed in office restroom. Boys/Girls and Staff Restroom: Walls cracked/chipped, portable staff ceiling tiles coming apart, floor has been ripped up in the girls restroom. Classroom 31: Missing ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Classroom 8: Floor not cleaned, food trash on table.
Electrical	X			No apparent problems.
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			No apparent problems.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	43	41	39	47	46
Mathematics (grades 3-8 and 11)	32	38	25	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	182	96.30	3.70	43.41
Female	88	85	96.59	3.41	45.88
Male	101	97	96.04	3.96	41.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	14	87.50	12.50	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	32.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	92	88	95.65	4.35	51.14
English Learners	13	13	100.00	0.00	46.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	15	93.75	6.25	60.00
Socioeconomically Disadvantaged	86	85	98.84	1.16	31.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	61	92.42	7.58	13.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	182	96.30	3.70	38.46
Female	88	85	96.59	3.41	34.12
Male	101	97	96.04	3.96	42.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	14	87.50	12.50	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	23.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	92	88	95.65	4.35	51.14
English Learners	13	13	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	15	93.75	6.25	53.33
Socioeconomically Disadvantaged	86	85	98.84	1.16	25.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	61	92.42	7.58	14.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.13	41.82	25.40	28.48	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	61	95.31	4.69	37.70
Female	28	27	96.43	3.57	29.63
Male	36	34	94.44	5.56	44.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.67	8.33	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	59.26
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	24.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	18.18

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	84%	77%	75%	75%	77%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We have an active Parent Teacher Organization (PTO) 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 monitors the School Plan for Student Achievement (SPSA). We update the School Plan for Student Achievement and the School Safety Plan with input from these 2 parent groups and an annual survey of all parents.

Parents and community members volunteer in our classrooms, library, and our Before School Reading Program. They also support and participate in such school-wide activities as our the Lunch Clubs, annual Ice Cream Social, Family Nights once a month, Book Fairs, Winter Holiday Program, school-wide Spelling Bee, Battle of the Books, Junior Olympics competition, McTeacher Night at McDonald's restaurant, GATE parent meeting, Richmond Tiger Read-A-Thon, and our Art Show - Science Fair. Our English language learner parents participate every year on our English Language Learner Advisory Committee. We hold an annual Volunteer Luncheon near the end of each school year to honor all our parents and community members for all their involvement in our school.

The contact person for parent involvement is Brandy Keehan, and she can be reached at (760) 499-3731, 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.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				10.1	11.9	15.7	9.4	7.8	8.2
Graduation Rate				82.8	80.7	78.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	431	145	33.6
Female	197	185	58	31.4
Male	255	246	87	35.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	7	7	1	14.3
Black or African American	38	33	17	51.5
Filipino	4	4	3	75.0
Hispanic or Latino	168	164	58	35.4
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	24	23	6	26.1
White	201	191	56	29.3
English Learners	37	37	13	35.1
Foster Youth	15	13	9	69.2
Homeless	30	29	19	65.5
Socioeconomically Disadvantaged	242	227	104	45.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	171	163	74	45.4

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.18	2.65	0.17	8.47	8.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.65	0
Female	1.02	0
Male	3.92	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.63	0
Filipino	0	0
Hispanic or Latino	3.57	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.17	0
White	1.49	0
English Learners	2.7	0
Foster Youth	13.33	0
Homeless	0	0
Socioeconomically Disadvantaged	3.72	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.92	0

2023-24 School Safety Plan

Staff members supervise students 15 minutes before and after school and during all recesses. Five noon duty supervisors keep the playground safe at lunch. We require all visitors to sign in at the office and wear badges. Ridgecrest Police Department officers and our school district resource officer (SRO) visit the campus and talk to students. The Ridgecrest Fire Department visits the school annually with a mobile fire prevention unit and instructs students about fire safety. We have a current site covid safety plan to ensure both staff and student health safety.

Our School Site Council reviews our Comprehensive School Safety Plan (CSSP) each year and approves it at a School Site Council Meeting. The plan was last reviewed and approved in January 2023. Our CSSP includes a Disaster Drill Log, School Safe Plan, Emergency Response Plan, Child Abuse Reporting Procedures, and safety related Board Policies. We anticipate review and approval for the current school year in January 2024.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	1	
1	26		2	
2	23		2	
3	20	2		
4	24		2	
5	25		2	
Other	9	8		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2	2	
1	19	1	2	
2	18	1	2	
3	12	3	1	
4	12	2	2	
5	18	1	2	
Other	10	10		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	0
1	8	5	1	0
2	7	6	2	0
3	25	0	2	0
4	21	1	1	0
5	24	0	2	0
6	0	0	0	0
Other	8	9	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	380

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5329.83	267.48	5062.36	35177.58
District	N/A	N/A	6715.45	$70,139
Percent Difference - School Site and District	N/A	N/A	-28.1	-66.4
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-40.2	-79.9

Fiscal Year 2022-23 Types of Services Funded

State and federal monies are used to supplement the educational programs offered to students through the Collaboration and Intervention Model and full-time Teacher on Special Assignment (Title I), full-time counselor (Local Control Accountability Plan), and full-time computer paraprofessional (Title I), the Computer Lab, Library, staff development, and parent involvement programs. We have also purchased an online program to supplement our Math and ELA curriculums.

We receive funding to supplement school programs from sources such as our PTO, Kiwanis, Book Fairs, and private donations. We have used these funds to improve school facilities, including the library, and to enhance technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,118	$50,875
Mid-Range Teacher Salary	$73,562	$79,761
Highest Teacher Salary	$103,106	$103,045
Average Principal Salary (Elementary)	$115,381	$128,154
Average Principal Salary (Middle)	$113,428	$131,774
Average Principal Salary (High)	$133,450	$142,676
Superintendent Salary	$175,000	$211,462
Percent of Budget for Teacher Salaries	27.4%	30.11%
Percent of Budget for Administrative Salaries	4.86%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2021-22 school year, 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2023-24 school year. The primary/major areas of focus for professional development include but are not limited to: social-emotional learning programs such as Capturing Kids Hearts, full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after-school workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3