

# Richgrove Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Richgrove Elementary School
<b>Street</b>	20812 Grove Drive
<b>City, State, Zip</b>	Richgrove, CA 93261
<b>Phone Number</b>	(661) 725-2424
<b>Principal</b>	Mario Millan
<b>Email Address</b>	mariom@richgrove.org
<b>School Website</b>	www.richgrove.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	54720826114672

### 2024-25 District Contact Information

<b>District Name</b>	Richgrove Elementary School District
<b>Phone Number</b>	(661) 725-2424
<b>Superintendent</b>	Mario Millan
<b>Email Address</b>	mariom@richgrove.org
<b>District Website</b>	www.richgrove.org

### 2024-25 School Description and Mission Statement

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 490 students in grades TK-8. The district is located in Richgrove, an

## 2024-25 School Description and Mission Statement

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.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	58
Grade 2	54
Grade 3	67
Grade 4	45
Grade 5	57
Grade 6	43
Grade 7	58
Grade 8	57
<b>Total Enrollment</b>	<b>498</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.6
Hispanic or Latino	98.2
English Learners	56.2
Homeless	0.4
Migrant	3.4
Socioeconomically Disadvantaged	96
Students with Disabilities	7.2

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.00	100.00	29.00	100.00	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	29.00	100.00	29.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.40	94.83	27.40	94.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.45	1.00	3.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.50	1.72	0.50	1.72	15831.90	5.67
<b>Total Teaching Positions</b>	28.90	100.00	28.90	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.90	100.00	27.90	100.00	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	14303.80	5.15
<b>Total Teaching Positions</b>	27.90	100.00	27.90	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	1.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	1 per student New or good condition 2017 edition	Yes	0
<b>Mathematics</b>	1 per student New or good condition 2015 edition	Yes	0
<b>Science</b>	1 per student New or good condition 2019 edition	Yes	0
<b>History-Social Science</b>	1 per student New or good condition 2018 edition	Yes	0
<b>Foreign Language</b>	1 per student New or good condition 2015 edition	Yes	0
<b>Health</b>	Classroom set grades 7 and 8 Good condition 2021 edition	No	0
<b>Visual and Performing Arts</b>	LEA Provided		n/a
<b>Science Laboratory Equipment</b>	N/A	N/A	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. In 2021 work was completed on the replacement of 11 portable classrooms with new permanent modulars. A new TK/Kinder classroom was completed in early 2021.

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 2021. At this time no deficiencies were cited.

Walkways between all classroom wings have been repaired and or replaced. A plan is in place water fountains via a grant is moving forward. The HVAC systems have been upgraded and their are current plans to put in an HVAC system in the old multipurpose room.

Year and month of the most recent FIT report

August 2022

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

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	19	22	19	22	46	47
<b>Mathematics</b> (grades 3-8 and 11)	11	13	11	13	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	319	316	99.06	0.94	21.52
<b>Female</b>	163	161	98.77	1.23	27.33
<b>Male</b>	156	155	99.36	0.64	15.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	311	308	99.04	0.96	21.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	154	153	99.35	0.65	7.84
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	310	307	99.03	0.97	20.85
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	28	27	96.43	3.57	3.70

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	319	316	99.06	0.94	13.29
<b>Female</b>	163	161	98.77	1.23	13.04
<b>Male</b>	156	155	99.36	0.64	13.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	311	308	99.04	0.96	12.99
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	154	153	99.35	0.65	8.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	310	307	99.03	0.97	13.03
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	28	27	96.43	3.57	3.70

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	6.09	10.81	6.09	10.81	30.29	30.73

## 2023-24 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	111	111	100.00	0.00	10.81
Female	55	55	100.00	0.00	12.73
Male	56	56	100.00	0.00	8.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	48	48	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	108	100.00	0.00	10.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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.

## 2023-24 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 requires only participation results 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	98%	100%	100%	100%	100%
Grade 7	96%	100%	100%	100%	100%

## 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.

#### 2024-25 Opportunities for Parental Involvement

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.

#### 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	509	62	12.2
Female	258	253	35	13.8
Male	259	256	27	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	508	500	59	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	329	325	34	10.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	498	491	62	12.6
Students Receiving Migrant Education Services	26	26	7	26.9
Students with Disabilities	46	44	6	13.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Suspensions</b>	6.15	2.29	2.9	6.15	2.29	2.9	3.17	3.6	3.28
<b>Expulsions</b>	0	0.19	0	0	0.19	0	0.07	0.08	0.07

### 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.90	0.00
<b>Female</b>	1.55	0.00
<b>Male</b>	4.25	0.00
<b>Non-Binary</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.95	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	2.43	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	3.01	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	4.35	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

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 2024 and reviewed with the staff at that time. The plan also now includes the Return to School Plan in regards to COVID. 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 Return to School Safety Plan

## 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.

## 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	16	4		
1	11	4	2	
2	9	5		
3	14	4		
4	8	6		
5	10	6		
6	15	3	1	

## 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	16	4		
1	18	3		
2	21	1	2	
3	11	4		
4	18	3		
5	21	1	1	
6	20	2	1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	1	1	
1	19	3		
2	18	3		
3	22	1	2	
4	15	3		
5	19	3		
6	22		2	

## 2023-24 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	498

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,680.60	\$2,049.52	\$12,631.08	\$77,268
District	N/A	N/A		\$84,917
Percent Difference - School Site and District	N/A	N/A	0.0	-9.4
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	15.9	-2.7

## Fiscal Year 2023-24 Types of Services Funded

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

## Fiscal Year 2023-24 Types of Services Funded

- 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:

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$50,182	\$51,352
<b>Mid-Range Teacher Salary</b>	\$74,469	\$80,424
<b>Highest Teacher Salary</b>	\$95,343	\$103,442
<b>Average Principal Salary (Elementary)</b>	\$0	\$124,852
<b>Average Principal Salary (Middle)</b>	\$0	\$135,030
<b>Average Principal Salary (High)</b>	\$0	
<b>Superintendent Salary</b>	\$147,420	\$145,237
<b>Percent of Budget for Teacher Salaries</b>	29%	26%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## Professional Development

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

## Professional Development

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
- ELPAC test administration
- Thinking Maps
- Checking for Understanding
- What's my place, what's my value (math)
- Data Analysis

Number Talks (math)

\* ZOOM Training

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	