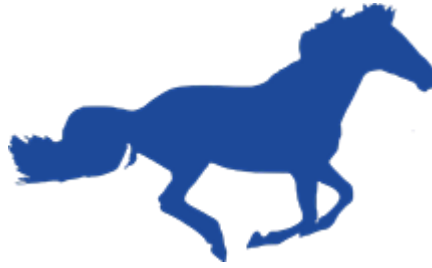# Richland Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 School Contact Information

School Name	Richland Elementary School
Street	910 Richland Road
City, State, Zip	San Marcos
Phone Number	(760) 290-2400
Principal	Julie C. Barbara
Email Address	julie.barbara@smusd.org
School Website	https://richlandelementary.smusd.org/
County-District-School (CDS) Code	37737916039077

2022-23 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Andy Johnsen, Superintendent
Email Address	andy.johnsen@smusd.org
District Website Address	www.smusd.org

2022-23 School Overview

VISION STATEMENT

Richland Elementary School, located within the San Marcos Unified School District, will have a school environment that insures high academic achievement and self-worth for all preschool and transitional kindergarten through fifth grade students. Every student will have an equal opportunity to maximize their learning potential through the core curriculum, support programs and enrichment activities and are poised through excel through our TK-12th grade Portait of a Graduate vision.
Students will be able to develop 21st Century Learning Skills i.e. creativity, communication, critical thinking and collaboration through an integrated Common Core State Standards based curriculum that is differentiated for all students. Individual and group productivity and responsibility will be recognized and rewarded. Students will progress toward college and career ready skills.
The staff is committed to receiving ongoing professional development to attain and retain the skills necessary to meet the needs of a diverse student population. Effective instructional strategies and approaches such as direct instruction, grade level teaming, small group differentiated instruction and inclusion of our Special Education students, Accelerating the Achievement of English Language Learners, implementation of Common Core State Standards, math practices and strategies, rigorous close reading, collaborative conversations and flexible skill groups will be utilized by all teachers to insure student success.
The home, school, and community will be a strong and positive partnership that will work collaboratively to improve academic success and personal well being for all students. To fulfill this goal, all individuals in the partnership will utilize open, constructive communication and will exercise a mutual sense of respect and support for each other.

MISSION STATEMENT

The Richland staff believes that it is our responsibility to teach a rigorous and relevant curriculum to all students in a close partnership between home, school and the community. The effective implementation of this philosophy will instill in our students an appreciation and desire to learn and work hard, the ability to think creatively and critically, and the belief that they will be successful in their future years of schooling and chosen careers.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	150
Grade 1	139
Grade 2	119
Grade 3	109
Grade 4	121
Grade 5	113
Total Enrollment	751

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.8
Asian	4.1
Black or African American	0.4
Filipino	2.5
Hispanic or Latino	43.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.3
White	39.0
English Learners	9.6
Foster Youth	0.1
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	34.8
Students with Disabilities	13.7

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)	28.50	96.61	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.39	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	29.50	100.00	808.80	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)	30.50	90.50	734.70	88.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.50	1.27	11953.10	4.28
Unknown	3.20	9.50	68.20	8.24	15831.90	5.67
Total Teaching Positions	33.70	100.00	829.00	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.

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

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

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

2021-22 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)	7.60	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Reading Writing Listening and Speaking
Students receive a standards-based curriculum designed to "help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California's vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume
their position in our global economy." (ELA CCSS)
Students use a variety of instructional materials in ELA to meet these instructional goals.

English Language Development (ELD)
English Learner students engage in daily integrated and dedicated ELD lessons that provide challenging English language development skills in alignment to gain English language proficiency. (ELD CCSS)

ELA/ELD Supplemental Instructional Materials
Benchmark Steps to Advance
iReady Reading Path
Benchmark E-Books, Charts, Videos
myOn Digital Reading LIbrary
Guided Language Acquisition Design (GLAD)
Rosetta Stone

Math:
Students receive standards-based curriculum designed to provide instruction that focuses on "concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom."(Math CCSS)
Students use a variety of instructional materialsin math to meet these instructional goals.

Mathematics Supplemental Instructional Materials
iReady Math Path
iReady Digital Teacher Toolbox
Math Discourse Cards
Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers
K-5 Math Journals
K-5 Math iReady workbook, Curriculum Associates
Math San Francisco Unified School District Online Resources
Dream Box personalized digital program (TK)

Science:
Integration of NGSS grade-level standards is integrated in the Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation Aligned Units.

Social Studies:
Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Year and month in which the data were collected	11/28/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016 TK- Benchmark Ready to Advance, adopted in 2017	Yes	0%
Mathematics	Ready Classroom Mathematics, adopted in 2020	Yes	0%

	iReady		
	SFUSD Math TK Units, adopted in 2019		
Science	Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%
	Virtual STEAM and Innovation, adopted in 2020		
	Mystery Science, adopted in 2020		
History-Social Science	Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements
The physical quality of our school building influences learning and teaching. Our school includes 41 classrooms, library, Makers Space, Professional Development room, and staff lounge. Richland opened in 1960 and provides a quality education for 864 students (as of 11/28/22). All permanent classrooms and MPR have received modernization of the technology infrastructure. All classes have up to date state-of-the-art AV. Regularly scheduled maintenance is done to keep our school building and grounds in excellent working condition. Over Summer, 9 portable classrooms were demolished and alternate portable classrooms were installed as we broke ground on our rebuild. Classrooms will be complete for move in January 2023 with the MPR, cafeteria, and playground facilities completing our $70 million project by June 2023.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	10/13/2021 - 10/14/2021

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 25: 2: (D) Vents or surrounding areas are dirty
Interior: Interior Surfaces		X		Boys RR Near 07: 4: (D) Walls have damage from cracks, tears, holes or water damage Electrical : 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Girls RR: 4: (D) Ceiling tiles missing, damaged or loose Library: 4: (D) Ceiling tiles are stained Room 04: 4: (D) Ceiling tiles are stained Room 15: 4: (D) Flooring has damage from cracks, tears, holes, or water damage

School Facility Conditions and Planned Improvements

			Room 16: 4: (D) Ceiling tiles missing, damaged or loose Room 24: 4: (D) Ceiling tiles missing, damaged or loose Room 26: 4: (D) Ceiling tiles are stained Room 28: 4: (D) Ceiling tiles missing, damaged or loose Room P2: 4: (D) Ceiling tiles missing, damaged or loose
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		Room 01: 7: (D) lighting fixture or bulbs are not working or missing Room 04: 7: (D) Lighting covers are missing, damaged, or loose Room 09: 7: (D) Lighting covers are missing, damaged, or loose Room P1: 7: (D) Electrical components are damaged or not functioning properly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Playing Fields 1: 9: (D) Sink/fountain is dirty
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	K - 2: 15: (D) Loose or sticky door locks and latches Playground 2: 14: Rust on swing set

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	65	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	59	N/A	46	N/A	33

2021-22 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	342	336	98.25	1.75	65.18
Female	163	161	98.77	1.23	78.26
Male	179	175	97.77	2.23	53.14
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68	1.32	55.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	71.43
White	126	123	97.62	2.38	70.73
English Learners	27	27	100.00	0.00	48.15
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	15	14	93.33	6.67	42.86
Socioeconomically Disadvantaged	108	105	97.22	2.78	60.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	59	95.16	4.84	15.25

2021-22 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	342	336	98.25	1.75	58.93
Female	163	161	98.77	1.23	57.14
Male	179	175	97.77	2.23	60.57
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68	1.32	48.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	60.00
White	126	123	97.62	2.38	68.29
English Learners	27	27	100.00	0.00	40.74
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	15	14	93.33	6.67	71.43
Socioeconomically Disadvantaged	108	105	97.22	2.78	49.52
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	59	95.16	4.84	16.95

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	45.63	--	39.3	28.5	29.47

2021-22 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	106	103	97.17	2.83	45.63
Female	58	57	98.28	1.72	45.61
Male	48	46	95.83	4.17	45.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100	0	57.14
White	38	37	97.37	2.63	48.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	34	94.44	5.56	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	12.5

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	83.93%	88.39%	93.75%	88.39%	94.64%

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.

2022-23 Opportunities for Parental Involvement

Richland Elementary
Parent Involvement Policy
2022-2023

We are returning to normalcy after adapting our instructional approach to learning since the COVID 19 pandemic as well learning in the midst of a complete school rebuild. There are many in person opportunities for parent involvement at Richland. We have created safe ways to welcome parents and volunteer support on campus as the need and desire for a sense of community remains strong. We strongly believe that parents, in partnership with the staff, can and do make a real difference in the success of their children at school. Our tagline is a quote by the Dalai Lama that states, "It is vital that when educating our children's brains we do not neglect to educate their hearts." We are creating an inclusive environment where ALL children work together and learn from each other as we "grow" our children's character and minds.

Home/School Compact
Students, teachers and parents sign the Richland Elementary School Three Way Pledge, which delineates the roles of each in the education process. These agreements serve to focus all stakeholders on the attitudes and behavior needed for learning.

Coffee with the Principal
Parents are invited to virtual Coffee Chats held at the beginning of the school year, each semester, and as needed to update the community on COVID and rebuild updates. Our other topics range from national and state curriculum, or school specific information, like school safety and positive school culture and community service projects. This school year we are continuing our focus and communication on the parent involvement and support in their child's academic learning.

Annual Math/Language Arts Nights

Math and Language Arts Presentations will be, hopefully, be return in person in 2023-2024 school year to invite parents of all students, with a personal invitation to students receiving intervention services at Richland. Our Language Arts and Math presentations will include children and will have hands on literacy and math activities and opportunities for parents and their children to interact and learn at home.

2022-23 Opportunities for Parental Involvement

Parent/Teacher Conferences
Teachers conference with individual parents was held both in person and virtually in October to share information regarding the student's performance and explaining their child's goal setting for the year. In addition, phone calls and written communication throughout the year keep parents abreast of their child's progress. Progress reports are distributed mid-way through each semester to communicate to parents when their children are at risk of receiving a report card academic grade or effort/citizenship grade below standard.

Parent Feedback
Parents are requested to give feedback each Spring regarding the academic and extracurricular programs. Information from this parent survey is used in planning the following year's activities and programs.

Monitoring Student Progress
Parents receive two report cards a year showing their child's progress in each academic area. These reports are in English and Spanish. In addition, progress reports are sent home at the midpoint of each semester for students who are not performing at the grade level standards or exhibiting satisfactory behavior or work habits. This year report cards and progress reports are uploaded to Parent Vue for online access. The Smart Balanced Statewide testing will return in the Spring after a two year pause and results will be sent to the parents during the summer. Parents needing additional explanation are invited to conference with the teacher or an administrator.

Home/School Communication
Parents are invited to read the online Family Handbook each September. This handbook includes the yearly calendar of events, instructional timelines as well as tips on parent support for students at home. Tips include preparing for parent/teacher conferences, homework help, healthy living, citizenship incentives and discipline procedures, test preparation and supporting readers at home. A weekly E-Blast is emailed home and placed on our website to keep parents up-to-date on current events at Richland, with our PTO, The FOR Club, and within our district. Our Richland website, as well as our PTO run Facebook page, also hosts a plethora of parent resources to encourage home school communication and partnership. We continue to use the School Messenger to give parents quick emails, texts or phone calls of important upcoming events or in the event of an emergency as a quick way to reach all Richland families. The addition this year is the use of Facebook Events to remind families are important upcoming events at Richland.

Parent Training/Education Nights
Both in person and virtual opportunities offered during the year to assist parents include:

- ELAC meetings are held 6-8 times a year. Parent education on a variety of topics is included at each meeting.
- Back to School Presentation
- ELA and Math Family Nights
- Community and County parenting workshops
- GATE parent meeting
- Positive Parenting classes via SMUSD
* Principal Coffee Chats

Continuing this year:
The Richland staff will continue to use the model of a Professional Learning Communities to increase the academic achievement of all students at their weekly PLC and Structured Teacher Collaboration Time. We focus on the following:
1. Academic Achievement for ALL students
2. Data Analysis of Essential Standards
3.   Best Teaching Practices

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	784	772	227	29.4
Female	351	344	94	27.3
Male	433	428	133	31.1
American Indian or Alaska Native	6	6	2	33.3
Asian	37	36	10	27.8
Black or African American	3	3	1	33.3
Filipino	19	19	2	10.5
Hispanic or Latino	340	333	125	37.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	70	70	13	18.6
White	305	302	74	24.5
English Learners	83	79	38	48.1
Foster Youth	1	1	0	0.0
Homeless	17	15	9	60.0
Socioeconomically Disadvantaged	274	271	104	38.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	129	127	54	42.5

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.26	0.74	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.64	0.15	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0.00
Female	0.00	0.00
Male	1.15	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.70	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.98	0.00
English Learners	1.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.55	0.00

2022-23 School Safety Plan

School Safety
SB187 Safety Plan
Date the plan was last approved: October 2022
Date the plan was last reviewed with staff: 8/11/2022

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3)suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

With our current rebuild, arrival and dismissal to campus is limited to two egress points this year. The staff monitors school grounds 15 minutes before the start of school and immediately after dismissal. We have crossing guards to help children cross the streets near our school every morning and afternoon. Individual classes practice monthly fire and disaster drills for their students. We ask parents to have children who are walking meet at the adjacent community park and return home immediately after school. Additionally, Richland Elementary, along with all elementary schools in San Marcos, have implemented a closed campus before, during and after school. In a normal school year, we use a visitor tracking system (Ident-i -kid) to check visitors name with State Database to ensure all adults on campus are legally permitted. Any volunteers admitted to campus must also show their vaccination cards.

Teachers work with individual students and may hold classroom meetings to discuss conflicts between students as needed as part of our Restorative Practice curricula. A fulltime district counselor works with all students with social skills and conflict resolution.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23		6	
1	22		5	
2	26		5	
3	23		5	
4	31		4	
5	30		4	
6				
Other	11	2		

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	22	1	5	
1	24		4	
2	21	1	3	
3	34		3	1
4	31		3	
5	33			1
6				
Other	35	2		1

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	18	3	5	
1	27		5	
2	23		5	
3	21	1	4	
4	23	1	4	
5	27		4	
6				
Other	11	2		

2021-22 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	751

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	8.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	10322	3339	6983	85240
District	N/A	N/A	8305	$86,950
Percent Difference - School Site and District	N/A	N/A	-21.0	8.5
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	5.7	4.9

2021-22 Types of Services Funded

Gifted and Talented Education (GATE)
LCAP Supplemental
Credentiaedl Music Teacher

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$43,129	$51,081
Mid-Range Teacher Salary	$86,253	$77,514
Highest Teacher Salary	$109,036	$105,764
Average Principal Salary (Elementary)	$137,535	$133,421
Average Principal Salary (Middle)	$142,627	$138,594
Average Principal Salary (High)	$164,381	$153,392
Superintendent Salary	$250,000	$298,377
Percent of Budget for Teacher Salaries	37%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well as the National Institute of School Leadership (NISL).

Our elementary level focused professional learning on Orton Gillingham, Ready Mathematics, Professional Learning Communities, Gifted and Talented Education (GATE) Certification, and Synergy. Professional learning was grounded in meeting the academic and social emotional needs of students post pandemic. Ongoing training and PLC cycles supported learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allowed for teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			