# Richfield Elementary School

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 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.

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | 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 https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | 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 https://www2.calstate.edu/. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Richfield Elementary School |
| **Street** | 23875 River Rd. |
| **City, State, Zip** | Corning, CA 96021 |
| **Phone Number** | 530.824.3354 |
| **Principal** | Jeff Scheele |
| **Email Address** | jscheele@richfieldschool.org |
| **School Website** | https://www.richfieldschool.org |
| **Grade Span** | K-8 |
| **County-District-School (CDS) Code** | 52-71654-0000000 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Richfield Elementary School District |
| **Phone Number** | (530) 824-3354 |
| **Superintendent** | Jeff Scheele |
| **Email Address** | jscheele@richfieldschool.org |
| **District Website** | http://www.richfieldschool.org |

## 2025-26 School Description and Mission Statement

Mission Statement
At Richfield Elementary School, we are committed to creating a safe, nurturing, and inclusive environment where every student feels a deep sense of belonging. We believe that empathy, respect, and resiliency are the foundation for building a community where all individuals are inspired to learn, achieve, and grow to their fullest potential.

Richfield Elementary School provides a safe, nurturing, and inclusive learning environment that supports the academic, social, and emotional growth of all students. High expectations are held for every learner, and staff work intentionally to ensure students feel valued, secure, and confident. Consistent routines, clear expectations, and positive relationships are emphasized

## 2025-26 School Description and Mission Statement

schoolwide, with adults modeling respectful and responsible behavior. The school regularly reflects on and refines its practices to support continuous improvement and encourages strong collaboration among staff, families, and the community to promote student success and well-being.

Richfield Core Values:

Respect: Respect is seeing value in all people and things and treating them with care.
When we show respect, we listen to others, use kind words, and take care of our surroundings…

Resiliency: Resiliency means bouncing back from challenges, mistakes, or tough times with a positive attitude and perseverance..
When we build resiliency, we keep trying/we persevere, learn from our mistakes, and stay hopeful…

Empathy: Empathy is understanding and connecting to other people's feelings.
When we practice empathy, we listen with care, put ourselves in someone else's shoes, and offer support…

Belonging: Belonging is feeling included, valued, and accepted as part of our school community.
When we create belonging, we welcome others, celebrate differences, and support each other…

Achievement: means working hard toward a goal and feeling proud when you reach it. It's about doing your best and celebrating your progress and success.
When we build achievement, we set goals, give our best effort, and celebrate our growth and successes.

Richfield Elementary School is rural school located in Southern Tehama County. We serve approximately 270 students from Transitional Kindergarten through Eighth Grade.  Richfield Elementary observes a traditional school calendar year.

The entire school community along with the PTO continually works to create a school climate where students and adults feel authentically connected to Richfied School as a hub to the community.  This sense of belonging and connectedness directly supports the strong academic performance our school demonstrates comparatively.  Many parents can be found as classroom volunteers and/or staff members and many sit on the School Site Council and/or District English Language Advisory Committee (DELAC). All staff members work to provide students with rich, integrated, and well-coordinated curriculum following common core state standards. All students and staff work together in a continuous improvement cycle, which includes appropriate supports and encouragement, to foster social, emotional, and academic excellence.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Transitional Kindergarten (TK)** | 7 |
| **Kindergarten** | 32 |
| **Grade 1** | 21 |
| **Grade 2** | 38 |
| **Grade 3** | 28 |
| **Grade 4** | 29 |
| **Grade 5** | 21 |
| **Grade 6** | 25 |
| **Grade 7** | 25 |
| **Grade 8** | 27 |
| **Total Enrollment** | 253 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 50 |
| **Male** | 50 |
| **American Indian or Alaska Native** | .4 |
| **Asian** | 1.19 |
| **Filipino** | 0.4 |
| **Hispanic or Latino** | 52.96 |
| **Two or More Races** | 2.77 |
| **White** | 42.29 |
| **English Learners** | 24 |
| **Migrant** | 0.4 |
| **Socioeconomically Disadvantaged** | 52 |
| **Students with Disabilities** | 11 |

## 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.

## 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)** | 8 | 80 | 8 | 80 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 1 | 10 | 1 | 10 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0 | 0 | 0 | 0 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 0 | 0 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 1 | 10 | 1 | 10 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 10 | 100 | 10 | 100 | 279044.8 | 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.

## 2022-23 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)** | 9 | 78.95 | 9 | 78.95 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 1 | 8.77 | 1 | 8.77 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.3 | 12.19 | 1.3 | 12.19 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 0 | 0 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 0 | 0 | 0 | 0 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 11.4 | 100 | 11.4 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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)** | 8 | 64.52 | 8 | 64.52 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0 | 0 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 3 | 24.19 | 3 | 24.19 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 1.3 | 11.21 | 1.3 | 11.21 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0 | 0 | 0 | 0 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 12.4 | 100 | 12.4 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 3 |
| **Misassignments** | 0.00 | 1.3 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 1.3 | 3 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0 | 0 |
| **Local Assignment Options** | 0.00 | 0 | 1.3 |
| **Total Out-of-Field Teachers** | 0.00 | 0 | 1.3 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 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.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

| | |
|---|---|
| **Year and month in which the data were collected** | 2026- Jan |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Benchmark Advance<br>Reading Mastery<br>Study Sync | 0% |
| **Mathematics** | GoMath K, Envision Math 1-8, Successmaker | 0% |
| **Science** | SAVASS Science & Benchmark Advance Gr. 6-8, FOSS TK-5 | 0% |
| **History-Social Science** | Holt Rhinehart & Scott Foresman, Benchmark Advance, and teacher supplementation. | 0% |
| **Foreign Language** | | 0% |
| **Health** | In conjunction with COE. | 0% |
| **Visual and Performing Arts** | Teacher generated based on state standards | 0% |
| **Science Laboratory Equipment (grades 9-12)** | | 0% |

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

## School Facility Conditions and Planned Improvements

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

## School Facility Conditions and Planned Improvements

and prides itself on having a well maintained campus. Visitors to the campus regularly complement the school on how clean and well kept the campus is.

| Year and month of the most recent FIT report | January 2026 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 46 | 47 | 46 | 47 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 34 | 36 | 34 | 36 | 35 | 37 |

### 2024-25 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 |
|---|---|---|---|---|---|
| **All Students** | 158 | 157 | 99.37 | 0.63 | 47.13 |
| **Female** | 78 | 77 | 98.72 | 1.28 | 50.65 |
| **Male** | 80 | 80 | 100.00 | 0.00 | 43.75 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 86 | 85 | 98.84 | 1.16 | 41.18 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 67 | 67 | 100.00 | 0.00 | 50.75 |
| **English Learners** | 34 | 33 | 97.06 | 2.94 | 12.12 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 69 | 68 | 98.55 | 1.45 | 38.24 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 16 | 16 | 100.00 | 0.00 | 25.00 |

## 2024-25 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 |
|---|---|---|---|---|---|
| **All Students** | 158 | 157 | 99.37 | 0.63 | 35.67 |
| **Female** | 78 | 77 | 98.72 | 1.28 | 31.17 |
| **Male** | 80 | 80 | 100.00 | 0.00 | 40.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0.0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 86 | 85 | 98.84 | 1.16 | 27.06 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 67 | 67 | 100.00 | 0.00 | 47.76 |
| **English Learners** | 34 | 33 | 97.06 | 2.94 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 69 | 68 | 98.55 | 1.45 | 20.59 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 16 | 16 | 100.00 | 0.00 | 18.75 |

## 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 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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 25 | 26 | 25 | 26 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 51 | 50 | 98.04 | 1.96 | 26.00 |
| **Female** | 26 | 25 | 96.15 | 3.85 | 16.00 |
| **Male** | 25 | 25 | 100.00 | 0.00 | 36.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 25 | 24 | 96.00 | 4.00 | 20.83 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 26 | 26 | 100.00 | 0.00 | 30.77 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 19 | 18 | 94.74 | 5.26 | 16.67 |
| **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.

### 2024-25 California Physical Fitness Test Participation Rates

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** | 100% | 100% | 100% | 100% | 100% |
| **Grade 7** | 100% | 100% | 100% | 100% | 100% |
| **Grade 9** | 100% | 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.

### 2025-26 Opportunities for Parental Involvement

Richfield provides multiple opportunities for parent and family involvement and values parent partnership as an essential component of student success. The school is supported by an active Parent–Teacher Organization (PTO) that raises funds annually to support school programs and activities benefiting all students. Teachers communicate regularly with families through in-person conversations, biannual parent-teacher conferences, and electronic communication using online gradebooks, email, and ParentSquare to support ongoing two-way communication.

Parents are encouraged to participate in their child's education and in school and district decision-making processes. Parent representatives serve on the School Board, the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC), which also serves as the school's Safety Committee. These groups provide input and guidance on the development and implementation of the Local Control and Accountability Plan (LCAP), School Safety Plan, English Language Development (ELD) program, and other school initiatives.

To gather stakeholder feedback, parent, staff, and student surveys are administered in both English and Spanish and shared through multiple communication platforms. Richfield also hosts a variety of school and community events throughout the year, including Grandparents Day, the Christmas/Winter Holiday Musical, Ham Dinner, Back-to-School Night, Family Fun Nights, Astronomy Night, and Open House/Art Show, which support family engagement and school–community connections.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 261 | 261 | 6 | 2.3 |
| **Female** | 128 | 128 | 2 | 1.6 |
| **Male** | 133 | 133 | 4 | 3.0 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 3 | 3 | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | 1 | -- | -- | -- |
| **Hispanic or Latino** | 134 | 134 | 2 | 1.5 |
| **Native Hawaiian or Pacific Islander** | 1 | 1 | -- | -- |
| **Two or More Races** | 7 | 7 | -- | -- |
| **White** | 107 | 107 | 3 | 2.6 |
| **English Learners** | 60 | 60 | 0 | 0.0 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 132 | 132 | 4 | 2.7 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 28 | 28 | 2 | 6.5 |

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 data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0.38 | 0 | 0 | 0.38 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 0.38 | 0.00 |
| **Female** | 0.00 | 0.00 |
| **Male** | 0.75 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 0.00 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 0.74 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 0.00 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 0.68 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 0.00 | 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.

## 2025-26 School Safety Plan

Richfield School District maintains a comprehensive public facing school safety plan to ensure the safety of all students, and also a tactical plan that only law enforcement has access to. Our School Site Council serves as our Safety Committee, but the District English Advisory Committee also consults on the plan. The Safety Committee and the School Board approve the safety plan annually prior to March 1st. Emergency drills are performed monthly. Safety training is provided for all staff annually including in child abuse/neglect(Mandated Reporter), human trafficking, sexual harassment, first aide, CPR, seizure, Narcan and lockdown/intruder response. Security cameras and shatterproof safety glass has been installed on all school buildings and each classroom has been outfitted to be self sustaining in terms of medical and emergency first aid materials and also teacher self defense materials for the classroom.....

# 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.

## 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** | 21 | 1 | 1 | 0 |
| **1** | 21 | 0 | 1 | 0 |
| **2** | 26 | 0 | 1 | 0 |
| **3** | 20 | 1 | 0 | 0 |
| **4** | 22 | 0 | 1 | 0 |
| **5** | 29 | 0 | 1 | 0 |
| **6** | 25 | 0 | 1 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

## 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** | 21 | 0 | 1 | 0 |
| **1** | 19 | 2 | 0 | 0 |
| **2** | 29 | 0 | 1 | 0 |
| **3** | 27 | 0 | 1 | 0 |
| **4** | 23 | 0 | 1 | 0 |
| **5** | 26 | 0 | 1 | 0 |
| **6** | 27 | 0 | 1 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 1 | 1 | |
| **1** | 21 | | 1 | |
| **2** | 19 | 2 | | |
| **3** | 28 | | 1 | |
| **4** | 29 | | 1 | |
| **5** | 21 | | 1 | |
| **6** | 25 | | 1 | |

## 2024-25 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** | 125:1 |

## 2024-25 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)** | .6 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | .5 |
| **Psychologist** | .1 |
| **Social Worker** | 0 |
| **Nurse** | .2 |
| **Speech/Language/Hearing Specialist** | .1 |
| **Resource Specialist (non-teaching)** | 1 |
| **Other** | 0.5 |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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** | $15,236 | $5,014 | $10,222 | $89,660 |
| **District** | N/A | N/A | $10,222 | |
| **Percent Difference - School Site and District** | N/A | N/A | 0.0 | 0.0 |
| **State** | N/A | N/A | $266 | $79,130 |
| **Percent Difference - School Site and State** | N/A | N/A | .94 | -.9 |

## Fiscal Year 2024-25 Types of Services Funded

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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** | $53,059 | $55,248 |
| **Mid-Range Teacher Salary** | $71,595 | $80,746 |
| **Highest Teacher Salary** | $99,646 | $109,655 |
| **Average Principal Salary (Elementary)** | $99,838 | $133,828 |
| **Average Principal Salary (Middle)** | 0 | $142,253 |
| **Average Principal Salary (High)** | 0 | |
| **Superintendent Salary** | $149,739 | $155,954 |
| **Percent of Budget for Teacher Salaries** | 30.2% | 25.26% |
| **Percent of Budget for Administrative Salaries** | 7.59% | 6.12% |

## Professional Development

Richfield Elementary supports a wide variety of staff development opportunities to improve effectiveness of the instructional program. Staff are given opportunities to attend conferences, workshops, and seminars both within and outside the local area. Outside experts are also utilized in addition to staff to lead professional development activities in accordance with the school's LCAP. Currently, our focus areas for PD as outlined in the LCAP include the MTSS & Socio-Emotional Health, CCSS, ELD Standards and practices (Designated & Integrated ELD), Math Curriculum review, CAASPP, NGSS/STEM, History-Social Science and technology. At least one pre-service day is dedicated to professional development and then one additional day on or around October 31st.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 2-6 | 2-6 | 2-6 |