



Richmond Street Elementary

615 Richmond Street • El Segundo, CA 90245 • (310) 606-6831 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



El Segundo Unified School District

641 Sheldon St.

El Segundo, CA 90245-3036

(310) 615-2650

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District Governing Board

Emilee Layne

Nancy Cobb

Dr. Jeanie Nishime

Dr. James Garza

Dr. William Watkins

District Administration

Dr. Melissa Moore

Superintendent

Dr. Dylan Farris

**Executive Director, Human
Resources**

Marisa Janicek

**Executive Director, Educational
Services**

Susan Aceves

Chief Business Officer

Daniel Gauna

Director of Technology

Dr. Jack Plotkin

**Director of Innovation and Student
Support**

School Description

Vision

Empowering students to activate a lifelong desire for learning and transform themselves and the world for the better.

Mission

We are dedicated to empowering and inspiring our students toward a lifelong desire for learning and activate knowledge through fostering creative abilities, critical thinking, and problem solving in order to transform and engage in a technological, global oriented community.

Core Values

At Richmond Street School, we value:

- Trustworthiness
- Respect for self and others
- Responsibility
- Fairness
- Caring and healthy individuals
- Citizenship
- Inclusion and diversity
- Community
- Reflection
- Understanding
- Inquiry and knowledge
- Collaboration with families and community
- Warm, welcoming, safe, supporting environment

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	96
Grade 2	93
Grade 3	95
Grade 4	102
Grade 5	120
Total Enrollment	628

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.5
Asian	7.2
Filipino	1.4
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.3
White	56.1
Two or More Races	15
Socioeconomically Disadvantaged	10.7
English Learners	4.8
Students with Disabilities	9.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Richmond Street Elementary	15-16	16-17	17-18
With Full Credential	31	31.8	30.8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Segundo Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	156.73
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Richmond Street Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Every student has a textbook that is in good condition. The adoption cycle is followed for all subject areas. Textbooks are adopted from the state-approved list. Every student at the school has access to all textbooks and instructional materials. Textbooks are selected by first going to a committee of teachers and parents and then out to the entire staff for review. Finally, they are approved by the school board.

Richmond Street integrates the use of technology in the classroom, using iPod Touches, iPads, Smartboards and LCD projectors in classrooms.

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2002 Percent of students lacking their own assigned textbook: 0%
Mathematics	Every Day Math 2015 Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw-Hill 2007 Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin 2006 Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Richmond Street School is bordered by Mariposa Street, Virginia Steet, Palm Street and Richmond Street. The main school building was originally constructed in 1936 and completely renovated from 1998 to 2000.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	68	66	72	75	48	48
Math	67	66	61	63	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	94	91	96.8	92.3
Male	51	50	98.0	92.0
Female	43	41	95.4	92.7
Hispanic or Latino	16	16	100.0	87.5
White	58	57	98.3	94.7
Two or More Races	12	11	91.7	81.8
Socioeconomically Disadvantaged	14	14	100.0	78.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	94	92	88	87	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.7	31.9	53.8

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	313	98.12	66.03
Male	162	160	98.77	65
Female	157	153	97.45	67.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	48	48	100	62.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	184	179	97.28	64.8
Two or More Races	45	44	97.78	74.42
Socioeconomically Disadvantaged	45	45	100	42.22
English Learners	23	23	100	60.87
Students with Disabilities	36	34	94.44	44.12
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	314	98.43	66.24
Male	162	160	98.77	71.25
Female	157	154	98.09	61.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	81.82
Filipino	--	--	--	--
Hispanic or Latino	48	48	100	47.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	184	180	97.83	68.33
Two or More Races	45	44	97.78	68.18
Socioeconomically Disadvantaged	45	45	100	35.56
English Learners	23	23	100	52.17
Students with Disabilities	36	35	97.22	45.71
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs in the El Segundo Unified School District. Parents are visible in the classrooms and workroom on a daily basis. The School Site Council and PTA are both very active, supporting classroom instruction and special classroom events. The school has benefited from the fundraising efforts of both groups, which have provided major improvements to the campus such as new playgrounds. Studio 109, a group of parent volunteers with a passion for the arts, has been organized to ensure that a quality art instruction and enrichment is available to all students. The business community is very involved in El Segundo, and in 1983, the El Segundo Educational Foundation was founded to raise supplemental funding for the school system. Other local community businesses providing support to Richmond Street Elementary School include, but are not limited to: Los Angeles Kings, Cold Stone Creamery, El Segundo Chamber of Commerce, Kiwanis and Rotary Club.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Richmond Street Elementary School. Richmond Street Elementary School employs noon duty supervisors to monitor students during their lunch break. Richmond staff supervise students before school and during regularly scheduled breaks. After school supervision is provided on campus for a fee. The front of the school is designated for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor pass at all times. The School Site Safety plan is evaluated and revised annually each summer by administrators, the El Segundo Fire Department, School Site Council, and members of the Parent Teacher Association; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, location and rationing of first aid supplies, and implementation of the SEMS (Standardized Emergency Management System) Model. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Date School Safety Plan last reviewed October 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	0.3	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	2.2	1.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.2
Speech/Language/Hearing Specialist	0.80
Resource Specialist	0.00
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	23	24	1			4	5	5			
1	23	24	24				4	4	4			
2	25	24	23				4	4	4			
3	26	25	24				4	4	4			
4	29	28	34				3	4				3
5	34	31	30					3	4	3		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The El Segundo Unified School District has a long history of providing support for teachers to participate in professional development activities. Through attendance at workshops and conferences, the staff at Richmond Street School has developed a common language and vision that defines the school community. Teachers are empowered in all elements of site based decisions from curriculum and instruction, to program assessment, to school policies and discipline procedures. For the past three years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. In addition, each Monday is a minimum day. This time is dedicated to staff meetings, grade level/department meetings, and professional development. Topics include but are not limited to: Common Core English Language Arts, Common Core Mathematics, Cognitive Guided Instruction, Next Generation Science Standards, Technology, and differentiated instructional strategies. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,060	\$44,144
Mid-Range Teacher Salary	\$76,029	\$69,119
Highest Teacher Salary	\$95,291	\$86,005
Average Principal Salary (ES)	\$115,702	\$106,785
Average Principal Salary (MS)	\$118,887	\$111,569
Average Principal Salary (HS)	\$131,611	\$121,395
Superintendent Salary	\$214,279	\$178,104
Percent of District Budget		
Teacher Salaries	38%	34%
Administrative Salaries	6%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,702	\$2,527	\$6,175	\$70,985
District	♦	♦		\$77,859
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District				-6.3
Percent Difference: School Site/ State			15.5	8.8

* Cells with ♦ do not require data.

Types of Services Funded

California's new education funding model, the Local Control Funding Formula (LCFF), is a major reform in the way public school districts receive money from the state. Previously school districts received a significant portion of money without restrictions, but much of the funding was restricted to specific programs, called categorical programs. Some examples of these categorical programs included textbook funds and the Regional Occupation Program for high school students. There were dozens of state categorical programs that were eliminated when the LCFF went into effect in July 2013.

Under LCFF, the responsibility for allocating funds to meet students' needs is given to the local governing boards. To demonstrate how funds will be used to address eight priorities established by the state, school districts must develop and approve a Local Control Accountability Plan (LCAP) no later than July 1 of each year. This three-year plan is to be updated annually. Once approved by the Board of Education, the LCAP will be the basis for expenditures in the District.

The eight priorities that El Segundo Unified School District will include in the LCAP include the following:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Parental Involvement
- Basic Services
- Implementation of the Common Core Standards
- Course Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.