

Richmond High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Richmond High School
Street	1250 - 23rd Street
City, State, Zip	Richmond, CA 94805-1091
Phone Number	(510) 231-1450
Principal	Jose A. De Leon
E-mail Address	jdeleon@wccusd.net
Web Site	www.wccusd.net/Page/2485
CDS Code	07-61796-0735902

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

Vision

Students at Richmond High School are provided with an environment where all students have access to curriculum and experiences that prepares them for the rigor of College, Career, and Citizenship.

Mission

Richmond High School provides all students with a standard-based curriculum, academic programs, and resources addressing the social-emotional and physical needs which empower all students toward becoming life-long-learners.

Expected School-Wide Learning Results (ESLR's)

All RHS graduates will be prepared for College, Career, and Citizenship

College

- Master effective study habits.
- Complete rigorous A-G course work.
- Read, watch, and listen critically.
- Speak and write effectively using feedback to improve
- Recognize diverse points of view in various mediums

Career

- Master effective work habits.
- Set and follow long-term goals.
- Manage conflict and stress.
- Work effectively and fairly in diverse groups.

Citizenship

- Behave with respect toward self, peers, and others from all cultures and backgrounds.
- Understand how food, exercise, safety and choices affect the health of one's self and community.
- Advocate for the success of self, family, and community

College & Career Citizenship

- We will improve the number of students meeting the A-G requirements – including students in Special Ed and Algebra 1.
- We will improve student ability to express analytical thought through writing and discourse in all content areas.
- We will improve the "Soft Skills" of students.
- We will improve the number of students who are on time to all classes.
- We will improve the cleanliness of the campus.
- We will increase the number of ninth graders earning 55 credits in their freshman year.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	421
Grade 10	389
Grade 11	375
Grade 12	343
Total Enrollment	1,528

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0
Asian	4
Filipino	2.4
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.4
White	1.4
Two or More Races	0
Socioeconomically Disadvantaged	95.4
English Learners	38.1
Students with Disabilities	10
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	72	50	65.40	65.40
Without Full Credential	4	13	11	11
Teaching Outside Subject Area of Competence (with full credential)	1	8	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	6

Note: "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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.5	10.5
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Edge (ELD gr 9-12) / 2014 Houghton Mifflin Harcourt, (Intervention gr 9-12) Read 180 / 2011 Longman, Reading Rhetorically (CSU Expository Reading & Writing - gr 12) MacMillan, Bedford Introduction to Literature (AP Eng Lit) / 2013	Yes	0%
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004 Pearson, AP Calculus / 2007 Pearson, AP Statistics / 2007	Yes	0%
Science	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007 Cambridge Physics Outlet, Foundations of Physics / 2004 Pearson, AP Biology / 2011 Holt McDougal, AP Chemistry / 2012	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Glencoe, World Geography and Cultures / 2007 McDougal Littell, Modern World History, The Americans / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruder's American Government / 2006 Glencoe McGraw Hill, AP Economics / 2012 Houghton Mifflin Harcourt, AP American Government / 2013 Glencoe McGraw Hill, AP Human Geography / 2010 Bedford St. Martin's, America's History (AP US History) / 2014 McGraw Hill, Traditions & Encounters (AP World History) / 2011	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004 EMC/Paradigm, Aventura (Spanish 4) / 2014 Heinle, Cumbre (AP Spanish Language) / 2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Richmond High was built in 1968. Major renovations on all the bathrooms were completed during the 2006-2007 school year. Work on a new athletic field, track, bleachers, concession stands, outdoor restroom facilities, and tennis courts were completed in the spring of 2010. The HVAC system in the main building was upgraded in summer 2010 along with the completion of a perimeter fence and gates, camera system, newly paved front and back parking lots, and the running of grounded data lines to out buildings.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
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	Repair the hole in the wall by the shot clock in the gym Evaluate the floor close to the lobby Room numbers are not uniform and/or are missing Repair edges of steps of music room
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Repair locker 2142 Remove graffiti Remove paper stuck on ceiling Pigeon droppings outside little theater

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: July 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	Repair or replace the cages on the exit signs in the gym Replace wall plugs in the gym Repair exit and emergency signs in the boys locker room restroom Repair light fixtures in girls gym restroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Adjust drinking fountain in the gym Clean drinking fountains in the mall Repair drinking fountain in the mall Remove graffiti Remove paper stuck on ceiling Wall hose bib is leaking in the boys mall restroom Urinal is off the wall in the boys front lobby restroom Replace broken urinal in boys locker room restroom Repair exit and emergency signs in the boys locker room restroom Repair light fixtures in girls gym restroom
Safety: Fire Safety, Hazardous Materials	X			Room numbers are not uniform and/or are missing
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Strike plate missing in room 372 New kick down door holder needed in music room

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	39	33	35	44	48
Mathematics	8	10	23	25	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	399	359	90.0	39.1
Male	11	192	164	85.4	33.5
Female	11	207	195	94.2	43.8
Black or African American	11	21	20	95.2	35.0
Asian	11	13	13	100.0	46.1
Filipino	11	--	--	--	--
Hispanic or Latino	11	347	309	89.0	37.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	376	341	90.7	38.9
English Learners	11	155	122	78.7	2.5
Students with Disabilities	11	38	34	89.5	8.8
Foster Youth	11	--	--	--	--

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 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	399	374	93.7	10.0
Male	11	192	174	90.6	10.4
Female	11	207	200	96.6	9.6
Black or African American	11	21	20	95.2	5.0
Asian	11	13	13	100.0	23.1
Filipino	11	--	--	--	--
Hispanic or Latino	11	347	323	93.1	8.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	376	355	94.4	9.1
English Learners	11	155	140	90.3	0.7
Students with Disabilities	11	38	33	86.8	
Foster Youth	11	--	--	--	--

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 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.

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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	21	31	20	48	46	40	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	401	383	95.5	20.4
Male	208	197	94.7	21.8
Female	193	186	96.4	18.8
Black or African American	23	21	91.3	14.3
Asian	17	17	100.0	41.2
Filipino	11	11	100.0	36.4
Hispanic or Latino	340	326	95.9	18.7
Socioeconomically Disadvantaged	381	366	96.1	19.1
English Learners	172	159	92.4	3.1
Students with Disabilities	45	41	91.1	12.2

Note: 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.

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.

Career Technical Education Programs (School Year 2015-16)

Richmond High School has 5 academies in grades 10 through 12 - moving into 9-12 pathways. Four of these academies are California Partnership Academies and have a technical focus in the following areas: engineering, health, law, and multimedia. The 5th academy, Creative and Performing Arts (CAPA) is focused on the arts. Each academy has a progression of technical classes, one at each grade level. Below is a listing of the classes that qualify as CTE for 2016-17.

CAPA:

- Theater 2
- Technical Theatre 1
- Set Design and Construction

Engineering:

- Computer Science Software Engineering
- Civil Engineering/Architecture
- Principles of Engineering
- Introduction to Engineering Design

Health:

- Mind matters
- Introduction to Health Careers
- Public Health Solutions
- Biology

Law:

- Journey to Justice
- Law and Justice
- Introduction to Law
- Analytical Forensic Science

Multimedia:

- Advance Media Communications
- Computer Graphics
- Advanced Photography

Introduction to Multi Media

Each Academy is required to adhere to the stringent requirements of the grants they receive including having advisory boards composed of representatives in the industry. These industry experts meet on a regular basis to advise and support the teachers in creating curriculum that is relevant to the current state of the industry. Academy tech courses are reviewed on a yearly basis, and in some cases changed, in order to ensure that students are based prepared for the reality of the work.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	593
% of pupils completing a CTE program and earning a high school diploma	13.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	95%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.52
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	42.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.8	21.8	9.1

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Site funding support the "Parent Room", provide one Community Worker Bilingual, as well as computers, monitors and printers for parent use. School-wide cultural programs such as a multicultural night, African-American month celebration, plays, and musicals, involve parents throughout the year. Parent workshops are provided by community agencies throughout the year via the Friday coffee club. The Parent Room was also involved in coordinating grade school diploma classes through the Mexican Consulate.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): ELAC is headed by a teacher and the English Language Development Support Specialist and is comprised of parents of English learner students. It serves as a source of information and advocacy for the English learner population.

African American Coalition made up of RHS staff and community organization to reach out to African American families with the purpose of academic and social success for students.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty, students, and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school must have a School Site Council composed of three parents or community members, the principal, four classroom teachers, three students, and one other staff member (Education Code Section 52852). The SSC approves all categorical spending and the Single Plan for Student Achievement.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.90	8.60	3.60	13.30	14.60	7.20	11.40	11.50	10.70
Graduation Rate	88.73	88.76	88.52	79.88	77.68	84.74	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	97	88	86
Black or African American	100	87	78
American Indian or Alaska Native	0	20	78
Asian	100	100	93
Filipino	91	95	93
Hispanic or Latino	98	85	83
Native Hawaiian/Pacific Islander	83	72	85
White	50	90	91
Two or More Races	0	85	89
Socioeconomically Disadvantaged	41	56	66
English Learners	79	63	54
Students with Disabilities	59	46	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.9	15.7	12.8	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

The Security team meets weekly. A yearly training in emergency procedures is offered to all faculty and staff. The Safety Committee revises the school safety plan and disseminates it to all stakeholders. Site supervisors are on campus at 7:30 a.m. and are on campus for after-school programs and extracurricular activities every day to support supervised student activities on campus. Visitors must check-in at the front office. Site supervisors walk the school grounds and buildings. Two Richmond Police Department School Resource Officers (SRO's) are assigned to the school site to ensure student/staff safety. All students and staff are required to wear school ID badges.

Richmond High School Supervision Plan 2016-17:

ASSISTANT PRINCIPAL

- Create and maintain Security and Safety of campus in support of RHS being a learning community.
- Schedule Safety and Security Committee meetings one per month to review policies.

TEACHERS

- Teachers are responsible for monitoring students in the classroom during class time. They are to build relationships with students that promote high expectations and a safe learning environment.
- Supervise students during passing period by STANDING AT TH DOOR WAY DURING PASSING PERIOD.
- Create learning plan that address the whole student, plan every minute of the class, and address standards.
- Support safety and security plan and report inconsistencies to Administration and Safety Committee.
- Leave lesson plans for substitutes and plan for unexpected absences.

SITE SUPERVISORS

- Each Student and Site Supervisor is assigned an area to patrol throughout the day with a goal of ushering students into class on time, sweeping for roaming students, deterring possible violence, and maintaining a pleasant learning environment.
- Also, to establish the presence of the Safety and Security Team each supervisor is to introduce themselves to the teachers in their area of supervision and inquire how they can help during passing periods and class period.

PE SUPERVISION: Each PE Teacher has a supervision area during class time, which includes:

- Monitoring students in the locker room and clearing the locker room of students before role call.
- Supervising all students from locker room to role call, to activity area, and back to locker room.
- Non – suit students must stay in assigned area under supervision of a teacher at all times.
- All PE students must be inside the locker room prior to dismissal bell under Teacher supervision.

SRO RICHMOND POLICE (2)

- Act as a resource to the campus and as a liaison between the Police Department, school, and the community.
- Provide security and assist with special programs to enhance positive campus atmosphere.
- Provide support by being on campus in time of higher need – to support an academic environment.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	18	20	25	25	28	25	18	23	19	36	14
Mathematics	28	11	19	20	29	10	14	23	20	29	24	16
Science	30	7	18	13	30	6	10	19	27	10	16	16
Social Science	29	10	20	24	28	11	25	17	19	42	27	17

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	492.75
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	4.00	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5913.22	2145.79	3767.43	59647.98
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-41.2	-8.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-33.6	-21.3

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Richmond High School include (in summary):

CENTRAL SUPPLEMENTAL/CONCENTRATION
 EDUCATION PROTECTION ACCOUNT
 IASA-TITLE I BASIC
 SP ED IDEA BASIC LOCAL ENTITL
 SAFE AND SUPPORTIVE SCHOOLS
 CPA - CALIF PARTNERSHIP ACADEMY
 SPECIAL ED - E
 PARTNERSHIP ACADEMY
 ONGOING & MAJOR MAINT ACCOUNT
 PARCEL TAX
 MRAD
 ROC P
 CHEVRON
 UCB - IMPROV COLLEGE AWARENESS
 MISC DONATIONS
 SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All courses	10	.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

PD lay-out and design:

Faculty meetings are the first Monday of every month. These meetings are to discuss, problem solve, and learn about the systems and operations of the school. This year, much of the faculty meeting time will be spent working on our WASC updates and assessing the progress that we've made since the last WASC visits. Collaboration is every Wednesday. Collaboration is designed to look in depth at the teaching and learning on campus. This includes whole staff professional development and team planning time in both SLC's and departments. Every month there will be at least one whole staff professional development, two collaboration sessions in departments, and one collaboration session in SLC's. SLC's meet once a week on their prep-periods in addition to the monthly after school meetings.

The focus of the PD/Collaboration for 2016-17 was determined by the school's focus goals and WASC report and created by the Instructional Leadership team. the following are the goals created and the core of our professional development:

*Every department will complete a summative writing assessment graded on the SBAC rubric once per semester, generate data and participate in an evaluation of data points as a team.

*80% of students are at a 2 on the SBAC rubric—as adjusted for grade level—by the end of sophomore year and 80% are at a 3 by the end of the junior year, as evaluated by a “cold test” in the English department.

*All “new” teachers will engage in one classroom observation feedback cycle by the end of Q1 and all teachers will participate once each semester.