

## Richmond High

### School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Richmond High
<b>Street</b>	1250 23rd St.
<b>City, State, Zip</b>	Richmond, Ca, 94804-1091
<b>Phone Number</b>	510-231-1450
<b>Principal</b>	Jose De Leon
<b>E-mail Address</b>	<a href="mailto:jdeleon@wccusd.net">jdeleon@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617960735902

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

Mission: Students, families, and school staff work in partnership to help students reach their potential

Vision: Prepare all RHS students to think critically, collaborate respectfully, and become informed advocates in preparation for college and career by following the School Learning Objectives

School Learning Objectives (SLO's):

Think Critically:

+Research - read, listen and gather a spectrum of evidence to identify issues and present solutions as early stages of problem solving, considering ethics, safety, and social factors

+Growth Mindset - view challenges as opportunities, and pursue self-made goals that focus on progress over mastery

+Emotional Learning - Identify and manage my behavior and emotions

Collaborate Inclusively:

+Communicate - use discourse to create original thought with value

+Cooperative Learning (Integrated Projects) - use a variety of learning activities and digital mediums to improve skills

+Speaking and Listening (CCSS) - Keep an open mind while listening to others' perspectives and build upon their ideas.

Advocate Responsibly:

+Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups

+Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people

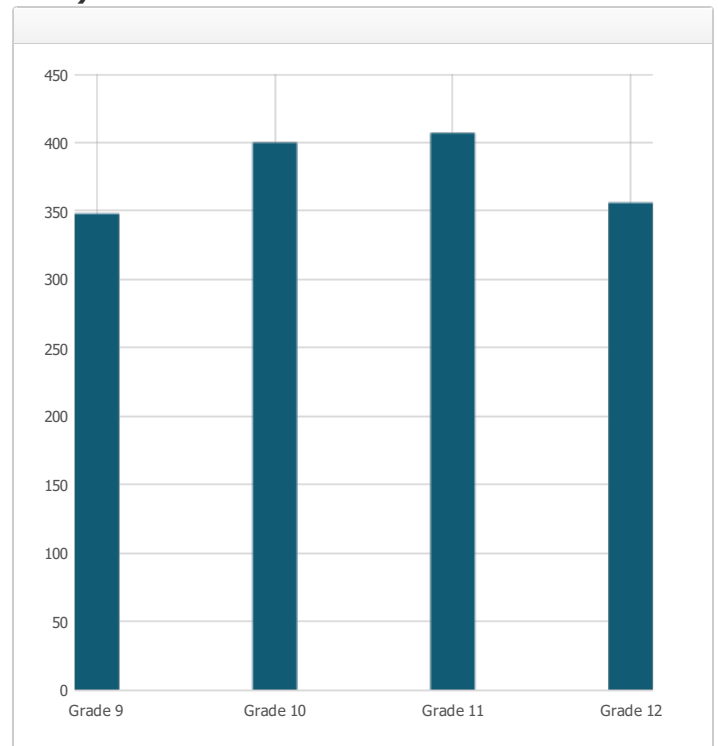
+Students will respond to diversity by building empathy, respect, understanding and connection

+Students will plan and execute collective action against bias and injustice in the world

*Last updated: 1/3/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	348
Grade 10	400
Grade 11	407
Grade 12	356
<b>Total Enrollment</b>	<b>1511</b>



Last updated: 1/23/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	6.0 %
American Indian or Alaska Native	0.1 %
Asian	4.3 %
Filipino	1.9 %
Hispanic or Latino	85.9 %
Native Hawaiian or Pacific Islander	0.5 %
White	1.0 %
Two or More Races	0.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.9 %
English Learners	43.0 %
Students with Disabilities	10.6 %
Foster Youth	0.1 %

## A. Conditions of Learning

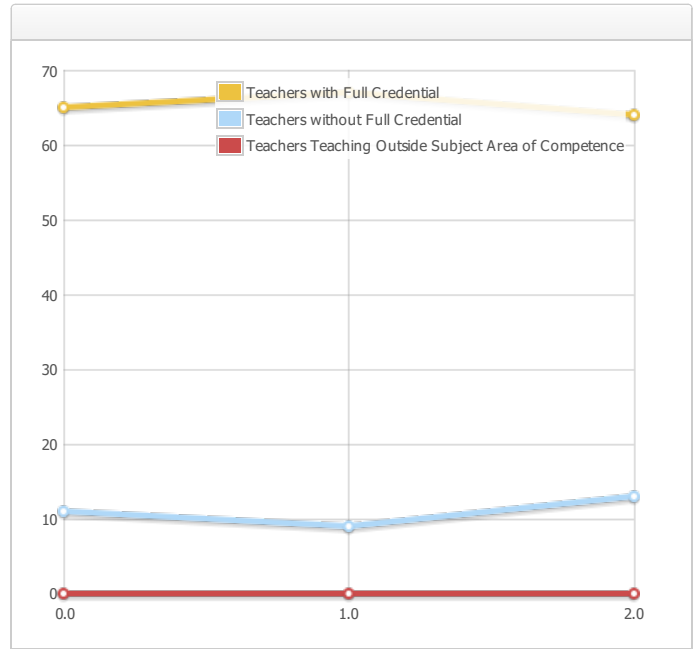
### State Priority: Basic

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

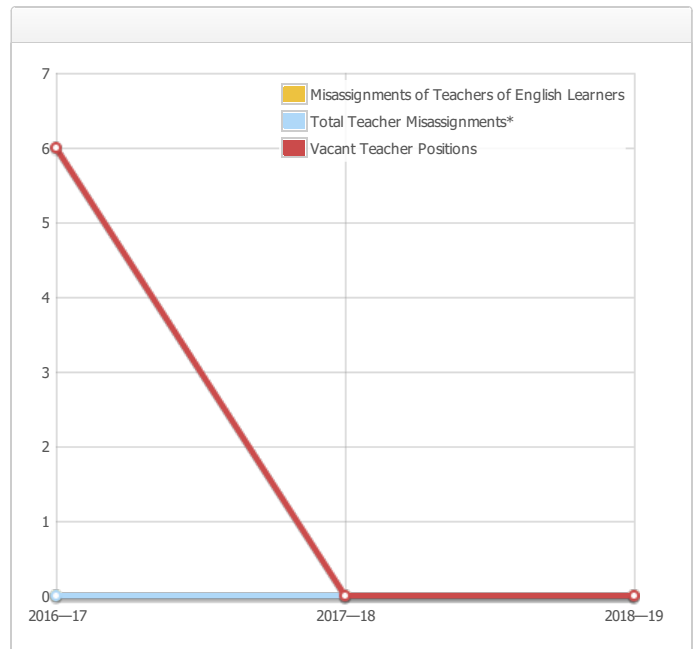
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	65	67	64	1211
Without Full Credential	11	9	13	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	6	0	0



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.

Last updated: 1/18/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Pearson: Prentice Hall Literature (ELA grades 9-11), c2002 - adopted 2018</p> <p>National Geographic: Edge, (ELD) c2014 - adopted 2014</p> <p>Scholastic: Read 180, (Intervention) c2011 - adopted 2011</p> <p>Prentice Hall: One Hundred Great Essays, (AP English Language) 5th ed., c2013 - adopted 2018</p> <p>MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 - adopted 2018</p> <p>Norton: Norton Anthology of Poetry, (AP English Literature) 5th ed., c2004 - adopted 2018</p> <p>Longman: Reading Rhetorically, (CSU Expository Reading &amp; Writing) 3rd ed., c2011 - adopted 2018</p> <p>Oxford Press: Creating Black Americans (Literature for African American Diaspora), c2006 - adopted 2018</p>	Yes	0.0 %
Mathematics	<p>Pearson Algebra 1, c2015 - adopted 2017</p> <p>Pearson Envision Geometry, c2015 - adopted 2018</p> <p>Pearson Envision Algebra 2, c2015 - adopted 2018</p> <p>Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018</p> <p>Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 - adopted 2018</p> <p>Pearson: Stats Modeling the World, (Probability &amp; Statistics), 2nd ed., c2007 - adopted 2018</p>	Yes	0.0 %
Science	<p>McDougal Littell Biology, c2008 - adopted 2018</p> <p>Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 - adopted 2018</p> <p>Prentice Hall Chemistry, c2007 - adopted 2018</p> <p>Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 - adopted 2018</p> <p>Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 - adopted 2018</p> <p>Glencoe: Environmental Science: a study of Interrelationships, (AP Environmental Science) 14th ed., c2015 - adopted 2018</p>	Yes	0.0 %
History-Social Science	<p>Glencoe World Geography &amp; Cultures, (Foundations of Cultural Geography) c2008 - adopted 2018</p> <p>McDougal Littell Modern World History, (World History) c2006 - adopted 2018</p> <p>McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 - adopted 2018</p> <p>McDougal Littell Magruder's American Government, (American Government) c2006 - adopted 2018</p> <p>Houghton Mifflin Harcourt Economics: Concepts &amp; Choices, (Economics) c2008 - adopted 2018</p> <p>Glencoe McGraw Hill: AP Economics, (AP Economics) 20th ed. c2015 - adopted 2018</p> <p>Cengage: AP American Government, (AP American Government) 16th ed, c2019 - adopted 2018</p> <p>Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 - adopted 2018</p> <p>Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 - adopted 2018</p> <p>McGraw Hill: Traditions &amp; Encounters, (AP World History) 5th ed., 2011 - adopted 2018</p> <p>Wiley: Human Geography: People, Place and Culture, (AP Human Geography) 11th ed., c2015 - adopted 2018</p>	Yes	0.0 %
Foreign Language	<p>Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004</p> <p>EMC Aventura, (Spanish 4) 2nd ed., c2013 - adopted 2018</p> <p>Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 - adopted 2018</p>	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %

Science Lab Eqpmt  
(Grades 9-12)

N/A

N/A

0.0 %

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

*Last updated: 6/1/2019*

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Touch up paint 2nd floor (600wing) Paint door (Boorkrom 403, Room 637, Room 659)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Remove graffiti (Room 656)
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Install soap dispenser (Girls restroom mall, Girls restroom 500 wing) Plug holes in sink (Girls restroom gym lobby)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Replace skirt (Portable 557)
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repair door bumpers (400 wing, 500 wing, Kitchen) Repair exterior doors on 2nd floor entrance (600 wing) Check all door sweeps (all exterior doors) Replace door glass (Room 637) Repair kick down door holders (Gym lobby)

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good
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*Last updated: 6/24/2019*



## 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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	34.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	10.0%	25.0%	24.0%	37.0%	38.0%

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.

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

*Last updated: 1/23/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	387	364	94.06%	34.44%
Male	187	171	91.44%	30.59%
Female	200	193	96.50%	37.82%
Black or African American	21	15	71.43%	26.67%
American Indian or Alaska Native				
Asian	20	19	95.00%	26.32%
Filipino	--	--	--	
Hispanic or Latino	329	313	95.14%	34.29%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	350	328	93.71%	33.94%
English Learners	161	146	90.68%	--
Students with Disabilities	24	21	87.50%	4.76%
Students Receiving Migrant Education Services				
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.

*Last updated: 1/23/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	388	363	93.56%	--
Male	188	173	92.02%	11.56%
Female	200	190	95.00%	9.47%
Black or African American	21	14	66.67%	7.14%
American Indian or Alaska Native				
Asian	20	19	95.00%	21.05%
Filipino	--	--	--	
Hispanic or Latino	330	313	94.85%	--
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	351	327	93.16%	8.87%
English Learners	162	147	90.74%	2.04%
Students with Disabilities	25	20	80.00%	5.00%
Students Receiving Migrant Education Services				
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.

Last updated: 1/23/2019

### Career Technical Education (CTE) Programs (School Year 2017–18)

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about the specific subject and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major reform initiative at our secondary schools, designed to increase student achievement and motivation through individualized student support, authentic projects and multiple opportunities to work with career employment partners. Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports include:

- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise
- Study trips, speakers, mentor programs, internships
- Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation, and align them to the local economic and workforce development needs.

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD

teachers to ensure student success. Students may transfer schools in order to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at Richmond High School:

Set Design Construction P  
 Technical Theatre 1 P  
 Play Production ROP  
 Comp Sci Software Eng PLTW  
 Civil Engineering Architecture PLTW  
 Analytical Forensic Science P

*Last updated: 1/8/2019*

### Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	426
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	9.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.0%

*Last updated: 1/8/2019*

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	35.3%

# 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

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.9%	18.2%	10.0%

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.

Last updated: 1/23/2019

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

There are numerous opportunities for parent involvement throughout the school year. These opportunities include school-wide cultural programs such as a multicultural night, African-American History Month celebrations, theatrical plays, and musicals.

RHS also host various parent workshops and meetings provided by community agencies and our three community workers throughout the year such as college workshops, financial aide workshops, academy celebrations, Parent University, and more.

Opportunities for parents to serve on Committees:

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC):** ELAC is comprised of parents of English learner students. It serves as a source of information and advocacy for the English learner population.

**African-American Parent Association Committee:** Made up of a community worker, administration, teachers, parents and students. The group meets monthly to participate in classroom walk-throughs, discuss test scores, and school climate.

**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.

# State Priority: Pupil Engagement

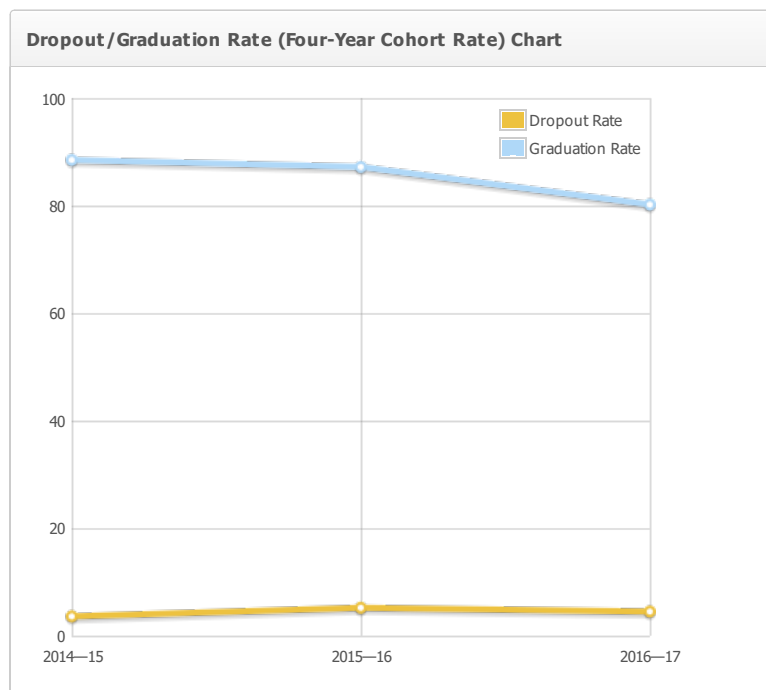
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	3.6%	5.2%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	88.5%	87.2%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.5%	7.5%	9.1%
Graduation Rate	80.2%	80.2%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	87.9%	85.0%	88.7%
Black or African American	87.5%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	100.0%	94.9%	94.9%
Filipino	100.0%	95.2%	93.5%
Hispanic or Latino	86.6%	83.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	94.4%	88.6%
White	75.0%	87.9%	92.1%
Two or More Races	0.0%	88.0%	91.2%
Socioeconomically Disadvantaged	89.5%	88.1%	88.6%
English Learners	68.9%	62.0%	56.7%
Students with Disabilities	50.0%	59.2%	67.1%
Foster Youth	0.0%	75.0%	74.1%



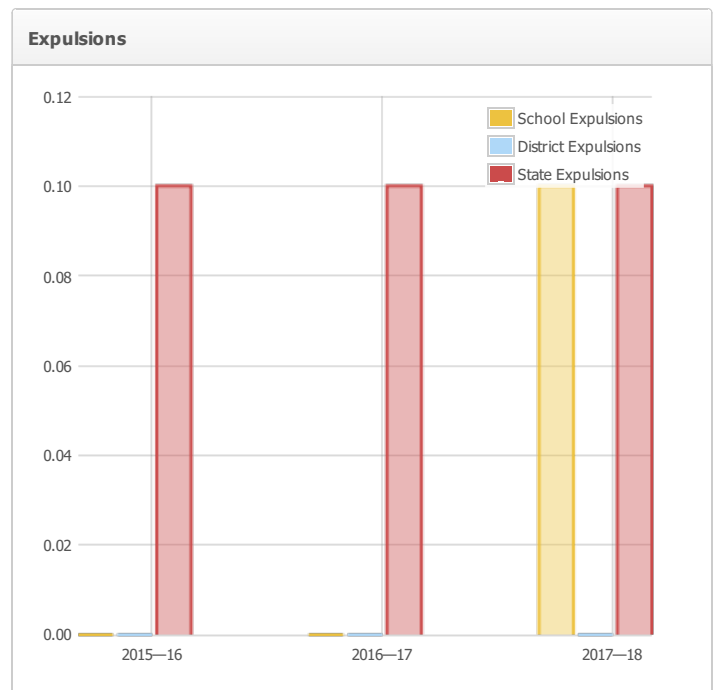
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	12.8%	13.3%	8.3%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	25	30	14
Mathematics	25.0	18	18	19
Science	32.0	5	11	19
Social Science	26.0	19	23	21

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	40	39	9
Mathematics	29.0	8	23	19
Science	29.0	7	16	17
Social Science	28.0	13	25	22

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	27	35	14
Mathematics	25.0	18	31	6
Science	25.0	14	17	11
Social Science	23.0	35	31	17

\* 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.

*Last updated: 1/23/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	393.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0.0	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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6736.4	\$1378.0	\$5358.4	\$70976.7
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-36.1%	4.8%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-20.4%	-12.9%

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

*Last updated: 1/28/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

- NEFF MOTIVATION INC
- BAND
- YMCA OF THE EAST BAY
- BAY AREA PEACEKEEPERS INC
- COMMUNITY ALLIANCE FOR LEARNING
- BERKELEY REPERTORY THEATRE
- PRODEV SERIES INC
- ACADEMIES
- UCB MEDIA INSTITUTE
- PROJECT LEAD THE WAY
- VEX ROBOTICS INC
- CATHOLIC CHARITIES OF THE EAST BAY
- HEAT DANCELIN
- SCHOOL YARD RAP
- SOCIAL GOOD FUND
- STUDY TRIPS
- SPORTS
- THE DBQ PROJECT
- TURNITIN LLC ON-LINE
- DANCE
- YMCA OF THE EAST BAY

*Last updated: 1/10/2019*

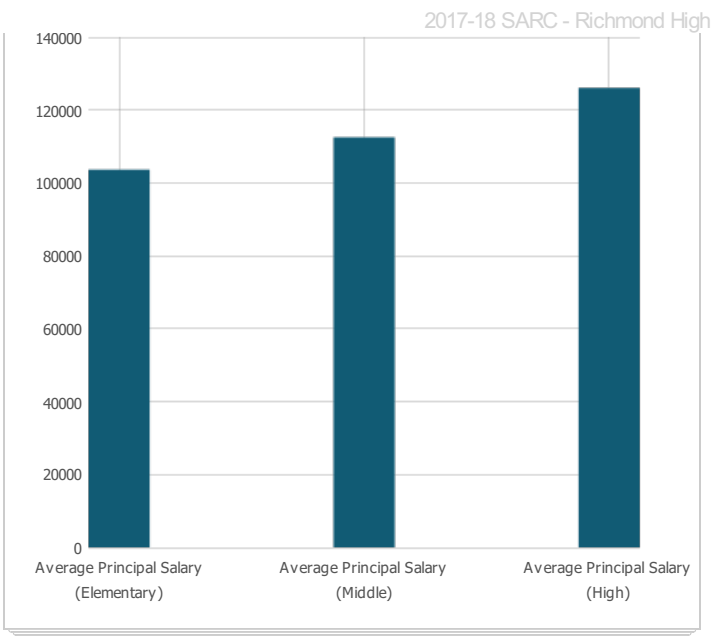
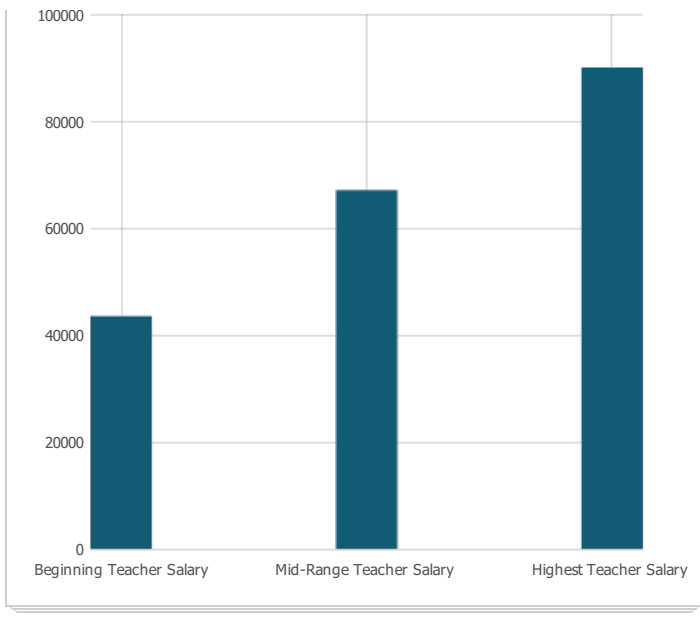
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

### Teacher Salary Chart

### Principal Salary Chart



*Last updated: 1/23/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	7	N/A
All Courses	16	18.3%

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

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

*Last updated: 1/23/2019*

**Professional Development**

Faculty meetings are the first Thursday of every month. These meetings are to discuss, problem solve, and learn about the systems and operations of the school. Teacher Collaboration is every Wednesday. This includes whole staff professional development, department and academy planning. Academy collaboration is focused on interdisciplinary projects as well as student interventions and celebrations. Department Collaboration focuses on student learning through data-driven instruction. In addition to the Wednesday collaboration, departments also meet for three hours, once a quarter to create standards-based unit plans.

Our school wide goal for the 2018-19 school year:

\*By June 2018, we will increase by 10% the number of 11th grade students meeting and exceeding on the SBAC in both ELA and Math.

*Last updated: 1/23/2019*