

# Richmond High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Richmond High School
<b>Street</b>	1250 23rd Street
<b>City, State, Zip</b>	Richmond, CA 94804
<b>Phone Number</b>	(510) 237-8770
<b>Principal</b>	Jose A. De Leon
<b>E-mail Address</b>	jdeleon@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=2485">http://www.wccusd.net/site/Default.aspx?PageID=2485</a>
<b>CDS Code</b>	07-61796-0735902

District Contact Information	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Bruce Harter
<b>E-mail Address</b>	bharter@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

## School Description and Mission Statement (Most Recent Year)

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### Vision

To create an environment where students participate in both innovative classes and extra-curricular activities, that support the growth of critical thinking in order to prepare them for College, Career, and Citizenship.

### Mission

The mission of Richmond High School is to provide a student-centered education, stressing high expectations, and addressing the physical as well as the social-emotional needs of all students.

### 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 communications
- 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 in diverse groups

#### Citizenship

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

### ILT Mission

The mission of the ILT is to provide teachers with effective collaboration so that they can create both academic and social-emotionally productive learning environments to prepare students for college, career, and citizenship.

### School-Wide Goals

RHS is committed to preparing students for College, Career, and Citizenship

#### 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 Cahsee pass rates of students and sub-groups

\*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 2013-14)

Grade Level	Number of Students
Grade 9	368
Grade 10	378
Grade 11	363
Grade 12	382
<b>Total Enrollment</b>	<b>1,491</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.1
Asian	4.0
Filipino	2.3
Hispanic or Latino	85.4
Native Hawaiian or Pacific Islander	0.9
White	1.5
Two or More Races	0.1
Socioeconomically Disadvantaged	93.2
English Learners	41.0
Students with Disabilities	10.9

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	59	69	72	72
Without Full Credential	5	8	4	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	98.47	1.53
<b>All Schools in District</b>	95.82	4.18
<b>High-Poverty Schools in District</b>	95.70	4.30
<b>Low-Poverty Schools in District</b>	99.07	0.93

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 2014-15)**

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: KeyStone & WRITE Intervention: READ 180.	Yes	0%
<b>Mathematics</b>	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe Advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus.	Yes	0%
<b>Science</b>	Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littel Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)	Yes	0%
<b>History-Social Science</b>	World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World McDougal Littell High School US History: The Americas McDougal Littell High School Economics: McDougal Littell Economics 2007 edition Prentice Hall Magrudar's American Government, American Government.	Yes	0%
<b>Foreign Language</b>	EMC/Paradigm Publishing Spanish 1: Realidades 1- Prentice-Hall Spanish 2: Realidades 2- Prentice-Hall Spanish 3: Realidades 3 - Prentice-Hall Spanish 4: Aventura – EMC Publishing Spanish 5(AP) Cumbre - Heinle	Yes	0%
<b>Health</b>	Glencoe/McGraw-Hill: Teen Health Course		0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science		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 in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Repair floor and ceiling tiles, repair broken lockers, replace rubber base (work orders submitted)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	Repair electrical plugs and emergency lights (work complete)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Repair stall tiles and boots at the bottom (work order submitted), repair drinking fountain and leaking faucet (work complete)
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Doors are rubbing, hinges need oil, replace kick- down holders (work orders submitted)

#### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[ ]	[X]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	21	26	21	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	21
Male	25
Female	18
Black or African American	29
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	22
English Learners	3
Students with Disabilities	6
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	21	20	20	41	43	42	54	56	55
Mathematics	5	3	2	37	38	38	49	50	50
History-Social Science	24	21	17	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	8	-15	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	-16	-3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	7	-14	-2
English Learners	19	-35	3
Students with Disabilities	-6	-26	-25

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

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 2014-2015:

- Theater Production
- Theater 2
- Theater 1
- Civil Engineering/Architecture
- Principals of Engineering
- Introduction to Design
- Sports Medicine
- Kinesiology
- Bio Med
- Journey to Justice
- Law and Justice
- Introduction to Law
- Analytical Forensic Science
- Advanced Film
- Art and Animation
- Computer Graphics
- Adv. Photo
- 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 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	1000
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	94%

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	80.83
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	31.61

**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 English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	28	24	25	42	42	35	56	57	56
Mathematics	25	28	23	40	41	35	58	60	62

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.



**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	19	57	28	15
All Students at the School	75	16	9	77	19	5
Male	76	18	6	76	19	5
Female	74	15	11	77	19	4
Black or African American	75	20	5	90		10
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	77	16	8	77	19	4
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	74	17	9	76	19	5
English Learners	99		1	96	3	1
Students with Disabilities	100			97	3	
Students Receiving Migrant Education Services						

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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.3	26.5	22.1

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 (Most Recent Year)**

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.

### 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	17.5	22.0	6.9	18.1	18.2	13.3	14.7	13.1	11.4
Graduation Rate	79.55	70.87	88.73	76.99	75.72	79.88	77.14	78.87	80.44

#### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	84.70	80.48	84.56
Black or African American	66.67	73.72	75.90
American Indian or Alaska Native	100.00	62.50	77.82
Asian	100.00	92.72	92.94
Filipino	100.00	91.24	92.20
Hispanic or Latino	84.31	77.11	80.83
Native Hawaiian/Pacific Islander	50.00	75.00	84.06
White	85.71	88.44	90.15
Two or More Races	0.00	300.00	89.03
Socioeconomically Disadvantaged	85.03	77.61	82.58
English Learners	68.22	61.71	53.68
Students with Disabilities	51.43	62.26	60.31

## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	12.5	11.9	9.9	10.8	10.2	6.6	5.7	5.1	4.4
<b>Expulsions</b>	0.2	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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 extra curricular 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 2014-15

#### 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 THE DOORWAY 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 time
- 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

### Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	25.2	20	32	15	28	16	21	29	27	18	20	25
Mathematics	30.1	6	13	23	31	9	8	31	28	11	19	20
Science	30.7	2	25	18	34	3	8	25	30	7	18	13
Social Science	35.1	7	23	30	30	10	17	29	29	10	20	24

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	744
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.30	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.60	---
Resource Specialist	4.00	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,340.72	\$4,938.34	\$4,402.38	\$57,109.92
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-20.6	3.7
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-20.5	-18.1

Note: Cells with "---" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

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

#### QEIA

- class size reduction at ninth grade
- professional development
- administrative support staff- Project Assistant and clerical
- Assistant Principal
- after school program
- community worker
- security staff (2.5)
- college and career center coordinator
- technology and supplies
- counselors to reduce student to counselor ratio

#### ESEA Title I

- technology upgrades
- graduate tutors
- mental health counseling

#### California Partnership Academies (state)

- study trips
- tutoring
- professional development

**SCE**

- community worker
- after school tutoring

**ARRA**

- computer technician

Sp Ed, IDEA Basic Local Entit 1

Special Ed-E

**Economic Impact Aid**

- EL resource teacher
- bilingual graduate tutor
- conferences
- study trips

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
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 Courses (School Year 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	3	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science	3	---
Social Science	4	---
All courses	12	0.4

Note: Cells with "---" do not require data.

\* Where there are student course enrollments.

## Professional Development

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Richmond High School  
Professional Development Calendar  
2014-2015

### 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 was determined by the school's focus goals and staff request in the 2013-14 school-year. Staff gave feedback on a written survey, they also participated in an activity where they analyzed our Equity Walk-Through data and selected areas that they felt they needed the most support in. The two areas teachers felt that they needed the most help in, in terms of creating more equitable classrooms was group work, and help really understanding how to formulate and elicit rigorous student answers that demonstrate knowledge of academic content. It was determined that these strategies could and should be used to support teachers in the on-going focus on improving writing and Algebra 1 pass rates, as well as a primary means of focus in the transition to the Common Core. These requests were taken into account when the PD plan was designed, and then were vetted and cleared by the Instructional Leadership Team.

Semester 1 focus – How to structure student groups and student talk to support stronger student outcomes in their ability to read complex text, write/explain complex thought, and problem solve.

Semester 2 focus – Working on creating a true relevance in lessons, and the space through student discourse for students to make complex ideas and text relevant to their lives so that they can both formulate and answer rigorous questions using academic vocabulary.