

# Richmond High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2023-24 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) 231-1450
<b>Principal</b>	Rocio Reyes
<b>Email Address</b>	rreyes@wccusd.net
<b>School Website</b>	www.wccusd.net/richmond
<b>County-District-School (CDS) Code</b>	07617960735902

## 2023-24 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Kenneth Chris Hurst
<b>Email Address</b>	chris.hurst@wccusd.net
<b>District Website</b>	www.wccusd.net

## 2023-24 School Description and Mission Statement

Richmond High School-home of the Oilers- is one of the six comprehensive high schools in the West Contra Costa Unified School District. RHS is also one of the largest high school serving over 1300 students from Richmond and San Pablo. Richmond High School opened on August 5, 1907, in a two-room building on Standard Avenue with 36 students and three teachers, one principal and one supervising principal. In 1908 a new building was erected on 23rd Street near Macdonald Avenue at a cost of \$85,000. Its attendance area covered 68 square miles. On August 13, 1928, with 859 students, Richmond High School opened at its present location. Since its reopening in 1969, the building has undergone some interior changes to the main building as teachers at the time felt they could not teach in an open court situation. Walls have been added to divide large spaces into contained classrooms. Currently, we find our school to be one of the unique buildings in Richmond filled with talented staff, amazingly hard-working students, and a deep connection to the community.

### School Goals:

Richmond High strives to ensure that every student has the opportunity to graduate college and career ready. As a school community, we engage in thoughtful collaboration around a variety of data sets to ensure that we understand our students' areas of success and areas of growth. Thoughtful analysis of a variety of academic data in combination with strong social emotional supports and a commitment to relationship building is the foundation of our work with students. We use both our quantitative and qualitative knowledge of student needs to collaboratively design whole school systems, both on a departmental and academy level, to ensure that teachers are equipped with the tools necessary to focus on student learning and needs.

### Mission Vision and Values (SOUL's):

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 Schoolwide Learning Outcomes (SLO's / SOUL's: Schoolwide Outcomes for Uplifting Learning)

SOULs: Think Critically, Collaborate Inclusively, Advocate Responsibly

## 2023-24 School Description and Mission Statement

### Think Critically:

- +Research - read, listen and gather a spectrum of evidence to identify issues and present solutions 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:

- +Perception - Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups
- +Identity - Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people
- +Social Responsibility - Students will respond to diversity by building empathy, respect, understanding and connections with a goal to plan and execute collective action against bias and injustice in the world

Richmond High School support several programs on campus that strive to meet the vision for students. The programs include: California Partnership Academy (Small Learning Communities), Full Community School Model, African American Achievement Initiative, Internationals Academy for recent immigrant and refugee youth, English Language Development, Special Education, Athletics, Choir, Dance Production, and Band/Orchestra.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	338
Grade 10	379
Grade 11	370
Grade 12	344
<b>Total Enrollment</b>	<b>1,431</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.7%
American Indian or Alaska Native	0.1%
Asian	2.7%
Black or African American	4.6%
Filipino	0.8%
Hispanic or Latino	89.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.6%
White	1.6%
English Learners	45.7%
Foster Youth	0.2%
Homeless	4.2%
Socioeconomically Disadvantaged	74.3%
Students with Disabilities	12.7%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	52.70	77.98	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	5.70	8.49	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.70	9.97	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.90	2.79	49.60	3.54	12115.80	4.41
<b>Unknown</b>	0.50	0.74	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	67.70	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.60	68.92	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.40	4.54	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	17.40	23.25	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	2.23	50.30	3.30	11953.10	4.28
<b>Unknown</b>	0.70	1.03	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	74.80	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	1.00
Misassignments	6.00	16.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>6.70</b>	<b>17.40</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60
Local Assignment Options	1.90	1.00
<b>Total Out-of-Field Teachers</b>	<b>1.90</b>	<b>1.60</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7	23.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	5.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019	Yes	0%

	<p>California State University: Expository Reading &amp; Writing online reader (CSU Expository Reading &amp; Writing 11 &amp; 12), c2020 - adopted 2020</p> <p>McGraw Hill StudySync (ELA for English Learners 1-2), c2017 - adopted 2023</p> <p>National Geographic: Edge (ELA for Advanced English Learners 1), c2014 - adopted 2023</p> <p>California State University: Expository Reading &amp; Writing online reader (ELA for Advanced English Learners 2), c2020 - adopted 2023</p> <p>Houghton Mifflin Harcourt English 3D (Introduction to Academic Discourse), c2021 - adopted 2023</p> <p>National Geographic: Edge (ELD 1-4) c2014 - adopted 2014</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>		
<b>Mathematics</b>	<p>Pearson Algebra 1, c2015 - adopted 2017</p> <p>Pearson Envision Algebra 2, c2015 - adopted 2018</p> <p>Cengage: Financial Algebra: Advanced Algebra with Financial Applications, 2nd ed, c2018 - adopted 2020</p> <p>Pearson Envision Geometry, 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: AP Stats Modeling the World (AP Statistics) 5th ed, c2019 - adopted 2018</p> <p>CourseKata online (Data Science &amp; Statistics 1), c2023 - adopted 2023</p>	Yes	0%
<b>Science</b>	<p>McGraw Hill Inspire Biology, c2020 - adopted 2022</p> <p>Pearson AP Biology, 9th ed, c2011 - adopted 2018</p> <p>McGraw Hill Inspire Chemistry, c2020 - adopted 2022</p> <p>Savvas Conceptual Physics, c2009 - adopted 2022</p> <p>Wiley: Fundamentals of Physics (AP Physics 1), 11th ed., c2018 - adopted 2020</p> <p>McGraw Hill: Anatomy &amp; Physiology - Unity of Form and Function (Physiology), 6th ed., c2012 - adopted 2018</p> <p>Chicago Review Press: Culinary Reactions: The Everyday Chemistry of Cooking (Biochemistry of Food Science), c2011 - adopted 2021</p>	Yes	0%
<b>History-Social Science</b>	<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>Houghton Mifflin Harcourt Economics: Concepts &amp; Choices (Economics/Socio Economic Justice) c2008 - adopted 2021</p> <p>Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 - adopted 2018</p> <p>Worth: Myers Psychology (AP Psychology), c2014 - adopted 2018</p> <p>Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History &amp; Ethnic Studies), c2019 - adopted 2023</p> <p>Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History &amp; Public Health), c2019 - adopted 2023</p>	Yes	0%

	Bedford/St. Martin's: America's History (AP US History) 8th ed., c2014 - adopted 2018 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023 Constitutional Law Education Project: Constitutional Law, (Constitutional Law Advanced) 5th ed., c2021 - adopted 2020		
<b>Foreign Language</b>	Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022 Vista Higher Learning Imagina (Spanish 4), 5th ed, c2022 - adopted 2022 Vista Higher Learning Temas (AP Spanish Language), 2nd ed, c2019 - adopted 2022 Vista Higher Learning Galeria (Spanish for Spanish Speakers 1-2), c2019 - adopted 2022	Yes	0%
<b>Health</b>	Lippincott: Introduction To Health Care and Careers (Introduction to Health Careers), c2011 - adopted 2020 Search Institute Press: Training Peer Helpers (Introduction to Mental Health) 2nd ed, c2014 - adopted 2023 Jones & Bartlett McKenzie's An Introduction to Community & Public Health (Public Health) 10th ed, c2021- adopted 2023	Yes	0%
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## 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.

**Year and month of the most recent FIT report**

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Girls restroom across from the office in the mall - The sink is not working.  Girls restroom 605B - The sink is not working.  Boys restroom 605A - The sink is not working.  Science room 650 - Two faucets are not working.  Science room 652 - One faucet is not working.

## School Facility Conditions and Planned Improvements

			<p>Science room 653 - One faucet is not working.</p> <p>Girls gym restroom - One toilet is not working.</p> <p>Boys restroom under the football stadium - The door lock is broken.</p>
<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		Boys restroom under the football stadium - The door lock is broken.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	44	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	5	5	21	22	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	343	297	86.59	13.41	43.92
<b>Female</b>	165	145	87.88	12.12	52.08
<b>Male</b>	178	152	85.39	14.61	36.18
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	58.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	310	268	86.45	13.55	41.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	158	126	79.75	20.25	8.80
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	14	82.35	17.65	42.86
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	273	237	86.81	13.19	43.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	31	77.50	22.50	9.68

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	340	301	88.53	11.47	5.02
<b>Female</b>	165	141	85.45	14.55	5.04
<b>Male</b>	175	160	91.43	8.57	5.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	8.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	307	270	87.95	12.05	4.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	157	130	82.80	17.20	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	14	82.35	17.65	21.43
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	270	237	87.78	12.22	4.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	32	80.00	20.00	3.13

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	5.52	8.16	18.49	20.56	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	679	621	91.46	8.54	8.16
<b>Female</b>	314	289	92.04	7.96	6.67
<b>Male</b>	364	331	90.93	9.07	9.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	19	95.00	5.00	26.32
<b>Black or African American</b>	22	18	81.82	18.18	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	613	560	91.35	8.65	7.79
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	291	253	86.94	13.06	0.40
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	46	38	82.61	17.39	13.51
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	516	469	90.89	9.11	8.01
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	51	80.95	19.05	4.00

## 2022-23 Career Technical Education Programs

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 initiative at our secondary schools, designed to increase student achievement and motivation through small learning communities, authentic skills and tasks, and multiple opportunities to learn about and work with career employment partners. In Academy models, Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports can 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 economy 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 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:

### Pathway: Engineering

- Introduction to Engineering Design
- Principles of Engineering
- Computer Science and Software Engineering
- Computer Integrated Manufacturing

### Pathway: Health

- Intro Mental Health
- Public Health Solutions/Health Careers
- Intro to Health Careers
- Mind Matters

### Pathway: Law

- Introduction to Law
- Analytical Forensic Science
- Law & Justice
- Constitutional Law Adv
- Law & Democracy

### Pathway: Multimedia

- Photography
- Digital Arts Designs the Web1
- Journalism 1
- Adv Media Communication

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1196
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.51
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	37.29

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	65.3	68.5	58.2	71.5	69.1

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

There are numerous opportunities for parent/tutor involvement throughout the school year. Parents, tutors, and students are encouraged to access grades, attendance, and citizen reports via PowerSchool, which is updated live throughout each business day. Volunteering is also a possibility for parents/tutors through the districts "Be a Mentor" portal. The school's

## 2023-24 Opportunities for Parental Involvement

website ([www.wccusd.net/Richmond](http://www.wccusd.net/Richmond)) is maintained by the Principal and includes schedules, teacher pages, updates, and the latest information.

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

Opportunities for parents to serve on formal 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 (AAPAC):** Made up of administration, teachers, parents, and students. The group meets monthly to discuss and increase student achievement and opportunities for colleges and universities.

**SCHOOL SITE COUNCIL (SSC):** The School Site Council (SSC) meets monthly to review the School-wide Action Plan and budget items. Parents, students, teachers, staff, and the principal work together in planning and monitoring school improvement issues and allot monies accordingly.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	7.2	10.2	11.2	5.8	8.1	9.3	9.4	7.8	8.2
<b>Graduation Rate</b>	83.9	82.5	81.1	84.1	85.5	85	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	365	296	81.1
<b>Female</b>	164	148	90.2
<b>Male</b>	200	147	73.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	18	13	72.2
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	323	264	81.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	160	118	73.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	37	24	64.9
<b>Socioeconomically Disadvantaged</b>	349	282	80.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	33	16	48.5

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1596	1527	563	36.9
Female	765	728	283	38.9
Male	829	797	280	35.1
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	42	42	16	38.1
Black or African American	76	69	31	44.9
Filipino	13	13	1	7.7
Hispanic or Latino	1422	1361	496	36.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	12	12	5	41.7
White	26	25	11	44.0
English Learners	767	740	299	40.4
Foster Youth	7	5	2	40.0
Homeless	97	91	47	51.6
Socioeconomically Disadvantaged	1245	1197	444	37.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	202	189	100	52.9

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.80	11.78	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.06	0.13	0.00	0.04	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.78	0.13
Female	7.45	0
Male	15.8	0.24
Non-Binary		
American Indian or Alaska Native	0	0
Asian	9.52	0
Black or African American	23.68	0
Filipino	0	0
Hispanic or Latino	11.11	0.14
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	26.92	0
English Learners	14.08	0.26
Foster Youth	0	0
Homeless	15.46	0
Socioeconomically Disadvantaged	12.13	0.08
Students Receiving Migrant Education Services	0	0
Students with Disabilities	22.77	0.5

## 2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	35	18	10
Mathematics	27	14	4	14
Science	23	13	5	11
Social Science	34	6	10	18

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	28	37	11
Mathematics	27	13	34	7
Science	23	24	22	7
Social Science	29	9	40	19

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	55	19	11
Mathematics	29	8	19	20
Science	25	20	18	16
Social Science	26	20	33	11

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	246.72

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.7
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7977.40	2117.94	5859.46	72719.31
<b>District</b>	N/A	N/A	5516.63	\$77,994
<b>Percent Difference - School Site and District</b>	N/A	N/A	6.0	-7.0
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-54.9	-18.9

## Fiscal Year 2022-23 Types of Services Funded

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

AC TRANSIT  
 ADOBE INC  
 ALEJANDRO GONZALEZ  
 ALEXUS MOREFIELD LUCAS  
 ALL CAL GOLF AND INDUSTRIAL VEHICLE  
 ALLEN MOONEY  
 AMAZON  
 AMERICAN STAGE TOURS  
 ANDREA HERNANDEZ  
 ANDREW WILKE  
 ANGELICA ARRIAGA  
 ANNEX DEPOT CORP  
 APPLE COMPUTER INC  
 ARISHA GREEN

## Fiscal Year 2022-23 Types of Services Funded

B & H PHOTO VIDEO INC  
BAY AREA COMMUNITY RESOURCES  
BAY AREA PEACEKEEPERS INC  
BERACHA INCORPORATED  
BLICK ART MATERIALS LLC  
BRANDON MILES  
BREATH FOR CHANGE, INC.  
BSN SPORTS LLC  
BUREAU OF EDUCATION & RESEARCH INC  
CALIFORNIA MUSIC EDUCATION ASSOCIAT  
CAROLINA BIOLOGICAL SUPPLY COMPANY  
CHARLES REILLY  
CHARTER BROS INC  
CHRISTINA RIOS  
COSINA ROBLES  
D & D SECURITY RESOURCES, INC.  
D HARRIS TOURS INC  
DAMARIS FRANCO  
DANILO SANTILLAN  
DARBY DENTAL SUPPLY, LLC  
DELTA CHARTER SERVICE  
DIANA LAURA GARCIA CUEVAS  
DIEGO GARCIA  
DTC STAGE & STUDIO SUPPLY  
EDDY ARMANDO CHACON  
EDULASTIC  
ELIZABETH ADDIEGO  
EMBI TEC  
EMILIO MARTINEZ  
FIRST STUDENT INC  
FLINN SCIENTIFIC INC  
FOCALLY, LLC  
FOLLETT CONTENT SOLUTIONS LLC  
FOOD MAXX  
GRAY STEP SOFTWARE INC  
HOME DEPOT  
HONORS GRADUATION, LLC  
HOSA INC  
JEANNE ACCETURO  
JESSE RODRIGUEZ-VAZQUEZ  
JOHN GILLE  
JOHN HILLYER  
JOHN IWAWAKI  
JOSE DE LEON  
JOSE LUIS CEBRIAN MARQUEZ  
JOSHUA HASTINGS  
JOSTENS  
JUSTIN VAUGHN  
JW PEPPER AND SONS INC  
KBA DOCUMENT SOLUTIONS, LLC  
KIRAA EASTER  
KRISTA JANN  
LATINO RECORDS  
LAURA GARRIGUEZ  
LAURENCE MADDEN  
LEARNING A-Z  
LEAVING THE VILLAGE LLC  
LEFTSIDE PRINTING  
LEXISNEXIS  
LINDA J MAY

## Fiscal Year 2022-23 Types of Services Funded

LUIS CHACON  
M AND K PIZZA INC  
MARI REGALADO  
MARIA D VERDIN  
MEHELLE WILLIAMS  
MENTORING IN MEDICINE & SCIENCE  
MICHAEL HATCHER  
MICHAELS TRANSPORTATION  
MICHELE JAWAD  
NAT'L ASSOC COLLEGE ADMISSION COUNS  
NEWSELA, INC  
NORTH AMERICAN RESCUE HOLDINGS LLC  
NV CONSTRUCTION LLC  
OAKLAND ZOO  
OUTWARD BOUND CALIFORNIA  
PAXTON PATTERSON LLC  
POWER SERVICES  
PRESIDENT & FELLOWS OF HARVARD COLL  
PRO-EX CONSTRUCTION  
PROJECT LEAD THE WAY INC  
RICARDO DUARTE  
RICHARD SEEBER  
RICHMOND BLUEPRINT & LITHO CO INC  
RICHMOND HIGH SCHOOL  
RIDDELL  
ROBERT GADE  
ROBERT JOHNSON  
ROCIO REYES  
ROWMAN & LITTLEFIELD PUBLISHING GRO  
SAMATHA VERBECK  
SANTA CRUZ BEACH BOARDWALK  
SIERRA PACIFIC TOURS  
SIRCHIE FINGERPRINT LABORATORIES  
SOUTHWEST SCHOOL & OFFICE SUPPLY  
SPORTS WAREHOUSE, INC.  
STANBURY UNIFORMS INC  
STANISLAUS COUNTY OFFICE OF EDUCATI  
STEMulate LEARNING LLC  
SWEETWATER SOUND INC  
T & B SPORTS  
TAP PLASTICS  
TIFFANY HOU  
ULINE INC  
UNITED SCOPE LLC  
UP-FRONT FOOTWEAR INC  
US BANK  
VANESSA CERVANTES TRUJILLO  
VARSITY BRANDS HOLDING CO., INC.  
VINTAGE CONTRACTORS, INC  
WCCUSD CENTRAL LIBRARY SERVICES  
WEX BANK  
WILLIAM PATRICK NOONAN  
ZAHOUREK SYSTEMS INC

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## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	9

## Professional Development

Richmond High School believes that teacher collaboration and professional development are at the core of student learning. Staff meets weekly in either whole staff, departments, academies, or district-wide professional learning spaces. We also provide three days of professional development before the school year begins and one after the year ends. Finally, teachers engage in yearly professional development around curriculum and instruction culturally relevant curriculum and practices, embedding language into the content areas, and other self-selected PD's.

Monthly Staff meetings are held once a month and provide our faculty with the space to discuss, problem-solve, and learn about the systems and operations of the school.

Monthly Academy collaboration is focused on interdisciplinary projects as well as student interventions and celebrations.

Monthly Department Collaboration focuses on standards-based instruction and student learning through data-driven instruction.

Monthly Professional Learning spaces on best practices, community building, and adult learning

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	35	36	35