

Richmond High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Richmond High School
Street	1250 23rd Street
City, State, Zip	Richmond, CA 94804
Phone Number	(510) 231-1450
Principal	Rocio Reyes
Email Address	rreyes@wccusd.net
School Website	http://richmond.wccusd.net/
Grade Span	9-12
County-District-School (CDS) Code	07617960735902

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 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 schools, 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

2025-26 School Description and Mission Statement

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 support 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

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 media 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 to plan and execute collective action against bias and injustice in the world

Richmond High School supports 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	294
Grade 10	317
Grade 11	332
Grade 12	337
Total Enrollment	1,280

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.3
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	2
Black or African American	4.7
Filipino	1
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.7
White	1.4
English Learners	42.2
Foster Youth	0.4
Homeless	3.9
Socioeconomically Disadvantaged	97.3
Students with Disabilities	13.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.6	68.92	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	3.4	4.54	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	17.4	23.25	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.23	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.7	1.03	91.2	5.99	15831.9	5.67
Total Teaching Positions	74.8	100	1522.8	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.5	68.89	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	2.8	4.16	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16	23.2	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	1.81	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1.3	1.91	94.3	6.58	14303.8	5.15
Total Teaching Positions	68.9	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.4	62.5	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	1.8	2.59	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16	23.11	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.1	7.42	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	3	4.36	67.7	4.84	13705.8	4.91
Total Teaching Positions	69.5	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	8.5	7.9
Misassignments	16.30	7.4	8.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	17.40	16	16

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0	5
Local Assignment Options	1.00	1.2	0.1
Total Out-of-Field Teachers	1.60	1.2	5.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.6	11.1	17.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.4	0.7	7.5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, (English 1-4, ELA for English Learners 1-2, English Language Development 11 &12), c2017 - adopted 2025 National Geographic: Edge (ELD 4), c2014 - adopted 2014 National Geographic: Edge (ELA for Advanced English Learners 1-2), c2014 - adopted 2023 California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing - grades 11 & 12), c2020 - adopted 2020 California State University: Expository Reading & Writing online reader (English Language for Advanced English Learners 2), c2020 - adopted 2023 Houghton Mifflin Harcourt: English 3D (Introduction to Academic Discourse), c2021 - adopted 2021 MacMillan: The Bedford Introduction to Literature (AP English Literature) 10th ed., c2013 - adopted 2018	0%
Mathematics	Amplify, Desmos Algebra 1, c2025 - adopted 2025 Pearson: Envision Algebra 2, c2015 - adopted 2018 Pearson Envision Geometry, c2015 - adopted 2018 Glencoe McGraw Hill: Advanced Mathematical Concepts (Pre-Calculus) c2006 - adopted 2018 Pearson: AP Calculus: Graphical, Numerical, Algebraic (AP Calculus) 3rd ed, c2007 - adopted 2018	0%
Science	McGraw Hill Inspire Biology, c2020 - adopted 2022 McGraw Hill Inspire Chemistry, c2020 - adopted 2022 Savvas Conceptual Physics (Physics of the Universe) c2009 - adopted 2022 Bedford Freeman Worth: AP Environmental Science for the AP Course, 4th ed, c2023 - adopted 2023	0%
History-Social Science	Savvas: Magruder's American Government, c2023 - adopted 2025	0%

	Houghton Mifflin Harcourt American History: Reconstruction To the Present (U.S. History & Ethnic Studies), c2019 - adopted 2023 Bedford St Martin's: America's History (AP United States History), 8th ed, c2014 - adopted 2018 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023 Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics) c2008 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics/Socio Economic Justice) c2008 - adopted 2021 Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 - adopted 2018 Bedford Freeman Worth: Myers Psychology (AP Psychology), 4th ed, c2024 - adopted 2018	
Foreign Language	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	0%
Health	N/A	0%
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	0%

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

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

7/27/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 360: 2. VENT IS BROKEN. 4. FLOOR TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED) 430: 4. CEILING TILES ARE DAMAGED. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR WINDOW IS BROKEN (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED)

School Facility Conditions and Planned Improvements

				ALL GENDER RESTROOM: 2. EXHAUST FAN IS NOT FUNCTIONING PROPERLY. 7. EXHAUST FAN IS CREATING SPARKS. CUSTODIAN: 2. VENT COVER IS MISSING.
Interior: Interior Surfaces			X	100B: 4. CABINET DOOR IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. FAUCET HAS A DRIP. 112: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS NOT THE CORRECT SIZE. 113: 4. CEILING TILES HAVE WATER STAINS. WINDOW FRAME IS DAMAGED. 114: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 125: 4. FLOOR TILES ARE BROKEN (HALLWAY). 7. OUTLET EXTENDER IS PRESENT. 15. DOOR CLOSER COVER IS MISSING.(HALLWAY) 130 FACULTY LOUNGE: 4. CEILING TILE IS TORN. 15. DOOR CLOSER COVER IS MISSING. 131: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME. 132: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILE IS MISSING. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON DOORFRAME. 133: 4. FLOOR TILE IS BROKEN AT ENTRY. 10. PLUG IN CANDLE WARMER. 20: 4. WALLPAPER IS TORN. FLOOR TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED. 24: 4. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. FLAMMABLE OBJECTS ARE IMPROPERLY STORED. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 300: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 303: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) 304: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 306: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. CEILING TILES ARE TORN. 7. CONDUIT END CAP IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT. 307: 4. SECTION OF RUBBER MOULDING IS MISSING/LOOSE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 310: 4. CEILING TILES ARE DAMAGED. 7. CONDUIT END CAP IS MISSING EXPOSING LIVE WIRES. 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY).

School Facility Conditions and Planned Improvements

327 MENS RESTROOM: 4. TOILET PAPER DISPENSER COVER IS BROKEN. 11. PAINT IS PEELING ON CEILING.

328 WOMENS RESTROOM: 4. WALL TILE IS BROKEN. VALVE COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. ONE TOILET CONSTANTLY FLUSHES. (NO MENSTRUAL NOTICE IS POSTED).

330: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. LIGHT SWITCH IS BROKEN.

331: 4. CEILING TILES ARE TORN.

332: 4. CEILING TILE HAS A HOLE.

333: 4. CEILING TILES ARE TORN.

334: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILES ARE LOOSE. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

336: 4. CEILING TILES ARE TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

337: 4. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

338: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. CONDUIT END CAP IS MISSING EXPOSING LIVE WIRES. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING.

339: 4. FLOOR TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. (WILLIAMS NOTICE IS NOT POSTED)

340: 4. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAPS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

341/342: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

343: 4. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

344: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE DAMAGED. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED)

360: 2. VENT IS BROKEN. 4. FLOOR TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED)

School Facility Conditions and Planned Improvements

			361: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 362: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WOOD PANEL. 363: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 364: 4. CEILING TILE IS TORN. CEILING TILE HAS A WATER STAIN. 366: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DAMAGED. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 367: 4. CEILING TILES ARE TORN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. FLOOR TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 368: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 369: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 370: 4. CEILING TILES ARE DAMAGED. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. GRAFFITI ON INTERIOR WALL. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 371: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE TORN. WALLPAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 372: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 373: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN (HALLWAY). 10. EVACUATION MAP IS
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School Facility Conditions and Planned Improvements

			NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 375: 4. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED) 403 TEXTBOOK ROOM: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 413: 4. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON DOOR. 426: 4. WATER DAMAGE TO WALL. 5. BLACK GROWTH ON WALL. 7. LIGHT DIFFUSERS ARE MISSING. 433: 4. CEILING TILES ARE TORN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. 436: 4. CEILING TILES ARE TORN. 7. THREE LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 437: 4. CEILING TILES ARE TORN. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMSVARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. TEACHER HAS PAINTED OVER OUTLET COVER(WILLIAMS NOTICE IS NOT POSTED) 450: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL BOX IS LOOSE FROM CEILING. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 500: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 501: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 502: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED) 50
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		20: 4. WALLPAPER IS TORN. FLOOR TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED. 301: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 368: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

School Facility Conditions and Planned Improvements

369: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.

370: 4. CEILING TILES ARE DAMAGED. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. GRAFFITI ON INTERIOR WALL. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

374: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT LIGHT IS OUT (HALLWAY).

426: 4. WATER DAMAGE TO WALL. 5. BLACK GROWTH ON WALL. 7. LIGHT DIFFUSERS ARE MISSING.

437: 4. CEILING TILES ARE TORN. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMSVARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. TEACHER HAS PAINTED OVER OUTLET COVER(WILLIAMS NOTICE IS NOT POSTED)

450: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL BOX IS LOOSE FROM CEILING. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.

504: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

505: 4. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.

506: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.

508: 4. CARPET IS TORN AND LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

557: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT PANELS ARE OUT. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.

603B: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.

606B: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.

School Facility Conditions and Planned Improvements

			608: 4. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 611: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 633/634: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN. MULTIPLE LIGHT PANELS ARE OUT. 9. FAUCETS HAVE NO FLOW. 10. EVACUATION MAP IS NOT POSTED. 637A: 5. UNSECURED ITEMS ARE STORED TOO HIGH. GRAFFITI ON INTERIOR WALL. 638: 4. CARPET IS LIFTING. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 652: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 703: 4. RUBBER MOULDING IS MISSING. CEILING TILE TRIM IS LOOSE. 5. GRAFFITI ON INTERIOR WALL. 7. LIGHT DIFFUSER IS LOOSE. ONE LIGHT PANEL IS OUT. 711A ALL GENDER RESTROOM: 5. ROOM HAS A STRONG URINE ODOR. URINE LEFT IN URINAL. 12. CRACK IN INTERIOR WALL. 712: 4. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 750: 4. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING ON STEPS. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT FIXTURE IS OUT AT ENTRY. BOYS RESTROOM: 4. WALL TILES ARE MISSING. PAPER TOWEL DISPENSER IS BROKEN. 5. ROOM HAS A FOUL ODOR. 7. ONE LIGHT PANEL IS OUT. 10. BURM MARK N INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. C8 PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CUSTODIAN 439: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. DRUMLINE(2ND FLOOR): 5. UNSECURED ITEMS ARE STORED TOO HIGH. GYM: 4. CEILING TILES ARE MISSING. 5. GRAFFITI THROUGHOUT GYM. 15. DOOR CLOSER COVERS ARE MISSING. OFFICE: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. PREP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X	101: 7. SURGE PROTECTERS ARE DAISY CHAINED. 8. MENSTRUAL PRODUCTS ARE NOT

School Facility Conditions and Planned Improvements

READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)
 111: 7. ETHERNET BOX IS LOOSE FROM WALL.
 125: 4. FLOOR TILES ARE BROKEN (HALLWAY). 7. OUTLET EXTENDER IS PRESENT. 15. DOOR CLOSER COVER IS MISSING.(HALLWAY)
 127: 7. ONE LIGHT PANEL IS OUT.
 132: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILE IS MISSING. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON DOORFRAME.
 134: 7. ELECTRICAL COVER IS MISSING (TAPED).
 205: 4. CEILING TILE IS MISSING. CEILING TILES HAVE HOLES. 15. DOOR CLOSER COVER IS MISSING.
 209: 7. MULTIPLE LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.
 300: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.
 303: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY)
 304: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.
 306: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. CEILING TILES ARE TORN. 7. CONDUIT END CAP IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT.
 308: 7. CONDUIT END CAPS ARE MISSING. ONE LIGHT PANEL IS OUT.
 309: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.
 311: 4. FLOOR TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAPS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. (WILLIAMS NOTICE IS NOT POSTED)
 312: 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.
 313: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING AND BROKEN.
 330: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. LIGHT SWITCH IS BROKEN.
 334: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILES ARE LOOSE. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.
 336: 4. CEILING TILES ARE TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

337: 4. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

339: 4. FLOOR TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. (WILLIAMS NOTICE IS NOT POSTED)

340: 4. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAPS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

341/342: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

343: 4. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

344: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE DAMAGED. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED)

360: 2. VENT IS BROKEN. 4. FLOOR TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED)

361: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

362: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WOOD PANEL.

363: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

366: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DAMAGED. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.

367: 4. CEILING TILES ARE TORN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. FLOOR TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

368: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN.

School Facility Conditions and Planned Improvements

				CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 369: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 370: 4. CEILING TILES ARE DAMAGED. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. GRAFFITI ON INTERIOR WALL. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 371: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE TORN. WALLPAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 372: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 373: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 374: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT LIGHT IS OUT (HALLWAY). 375: 4. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED) 404: 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 416: 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 420: 7. ONE LIGHT PANEL IS OUT. 423 OFFICE: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN CANDLE WARMER. 424: 7. ONE LIGHT PANEL IS OUT AND DIFFUSER IS MISSING. 426: 4. WATER DAMAGE TO WALL. 5. BLACK GROWTH ON WALL. 7. LIGHT DIFFUSERS ARE MISSING. 430: 4. CEILING TILES ARE DAMAGED. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR
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School Facility Conditions and Planned Improvements

				WINDOW IS BROKEN (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED) 431: 7. ACCESS TO ELECTRICAL PANELS ARE BLOCKED IN STORAGE ROOM. 433: 4. CEILING TILES ARE TORN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. 434: 4. CEILING TILES ARE TORN. CEILING TILES HAVE HOLES. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 436: 4. CEILING TILES ARE TORN. 7. THREE LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 437: 4. CEILING TILES ARE TORN. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMSVARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. TEACHER HAS PAINTED OVER OUTLET COVER(WILLIAMS NOTICE IS NOT POSTED) 438: 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 450: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL BOX IS LOOSE FROM CEILING. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 500: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 500A: 7. FOUR LIGHT COVERS ARE MISSING. ONE LIGHT FIXTURE IS OUT. 500B: 7. LIGHT DIFFU
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	100B: 4. CABINET DOOR IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. FAUCET HAS A DRIP. 101: 7. SURGE PROTECTERS ARE DAISY CHAINED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 104/ ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT POSTED) 328 WOMENS RESTROOM: 4. WALL TILE IS BROKEN. VALVE COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. ONE TOILET CONSTANTLY FLUSHES. (NO MENSTRUAL NOTICE IS POSTED).

School Facility Conditions and Planned Improvements

360: 2. VENT IS BROKEN. 4. FLOOR TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED)

425/ ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE NOT ADEQUATE)

500: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

559/ ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)

608: 4. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP.

609: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. ONE SINK IS NOT DRAINING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

635/636: 4. CEILING TILE IS MISSING. FLOOR TILES ARE BROKEN. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. 5. GRAFFITI ON INTERIOR WALL. 7. CONDUIT END CAP IS MISSING. THREE LIGHT PANELS ARE OUT. 9. FAUCETS HAVE NO FLOW. 10. EVACUATION MAP IS NOT POSTED.

641 ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET BUTTON IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (NO MENSTRUAL NOTICE IS POSTED)

641 ALL GENDER RESTROOM: (NO MENSTRUAL NOTICE IS POSTED)

652: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP.

663 ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT ADEQUATE)

701B WOMENS RESTROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A DRIP. (NO MENSTRUAL NOTICE NOT ADEQUATE)

ALL GENDER RESTROOM/ 411: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (NO MENSTRUAL NOTICE NOT ADEQUATE)

ALL GENDER RESTROOM/ 412: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE NOT ADEQUATE)

ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)

School Facility Conditions and Planned Improvements

			ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE ADEQUATE) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILET SEAT IS LOOSE. ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE NOT ADEQUATE) BOYS RESTROOM : 8. ONE STALL IS LOCKED/OUT OF ORDE. 9. ONE FAUCET HAS A LOW FLOW. BOYS RESTROOM/ 605A: 8. ONE STALL IS UNABLE TO BE SECURED. BOYS RESTROOM: 7. EXTERIOR OUTLET COVER IS MISSING. 8. USED AS STORAGE. 10. NO ROOM ID. GIRLS LOCKER ROOM/ 753: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) GIRLS RESTROOM/ 605B: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY). 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY). (MENSTRUAL NOTICE IS NOT ADEQUATE) GIRLS RESTROOM: 7. ONE LIGHT PANEL IS OUT. SWITCHPLATE IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. TWO FAUCET BUTTONS ARE MISSING. (NO MENSTRUAL NOTICE IS POSTED) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. ONE STALL IS UNABLE TO BE SECURED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS NOT POSTED) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT ADEQUATE) LIBRARY: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. 9. FAUCET LEAKS AT HANDKE. MENS RESTROOM/ 762: 8. ONE STALL IS UNABLE TO BE SECURED. STORAGE/ 117: 9. EXTERIOR DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR VENT IS MISSING. STORAGE/ 118: 9. EXTERIOR DRINKING FOUNTAINS ARE OUT OF ORDER. TEAM ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT POSTED) WOMENS RESTROOM/ 761: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS INADEQUATE)
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School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials			X	110: 10. PLUG IN CANDLE WARMER IS PRESENT. 113: 4. CEILING TILES HAVE WATER STAINS. WINDOW FRAME IS DAMAGED. 121: 11. PAINT IS PEELING ON DOORFRAME. 123: 11. PAINT IS PEELING ON INTERIOR WALL. 124: 11. PAINT IS PEELING ON INTERIOR WALL. 131: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME. 132: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILE IS MISSING. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON DOORFRAME. 133: 4. FLOOR TILE IS BROKEN AT ENTRY. 10. PLUG IN CANDLE WARMER. 303: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) 304: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 307: 4. SECTION OF RUBBER MOULDING IS MISSING/LOOSE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 309: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 311: 4. FLOOR TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAPS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. (WILLIAMS NOTICE IS NOT POSTED) 312: 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 313: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING AND BROKEN. 327 MENS RESTROOM: 4. TOILET PAPER DISPENSER COVER IS BROKEN. 11. PAINT IS PEELING ON CEILING. 334: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILES ARE LOOSE. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 336: 4. CEILING TILES ARE TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 337: 4. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 338: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. CONDUIT END CAP IS MISSING
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School Facility Conditions and Planned Improvements

EXPOSING LIVE WIRES. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING.

340: 4. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAPS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

341/342: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

343: 4. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

344: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE DAMAGED. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED)

360: 2. VENT IS BROKEN. 4. FLOOR TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED)

361: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

362: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WOOD PANEL.

363: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

366: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DAMAGED. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.

367: 4. CEILING TILES ARE TORN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. FLOOR TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

370: 4. CEILING TILES ARE DAMAGED. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. GRAFFITI ON INTERIOR WALL. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

School Facility Conditions and Planned Improvements

			372: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 373: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 375: 4. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED) 404: 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 413: 4. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON DOOR. 416: 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 423 OFFICE: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN CANDLE WARMER. 430: 4. CEILING TILES ARE DAMAGED. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR WINDOW IS BROKEN (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED) 433: 4. CEILING TILES ARE TORN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. 434: 4. CEILING TILES ARE TORN. CEILING TILES HAVE HOLES. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 436: 4. CEILING TILES ARE TORN. 7. THREE LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 437: 4. CEILING TILES ARE TORN. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMSVARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. TEACHER HAS PAINTED OVER OUTLET COVER(WILLIAMS NOTICE IS NOT POSTED) 438: 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED (SITE MAP).
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School Facility Conditions and Planned Improvements

			450: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL BOX IS LOOSE FROM CEILING. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 500: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 502: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED) 504: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 505: 4. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 507: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE TORN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 508: 4. CARPET IS TORN AND LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 509: 7. THREELIGHT PANELS ARE OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. EVACUATION MAP IS NOT POSTED. 555: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. 556: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT
Structural: Structural Damage, Roofs	X		362: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES ARE TORN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WOOD PANEL. 558: USED AS STORAGE. 7. THREE LIGHT DIFUSERS ARE MISSING. SWITCHPLATE IS MISSING. 13. VEGETATION IS GROWING IN GUTTERS. 661: 4. CEILING TILES ARE BROKEN. 7. OUTLET COVER IS MISSING EXPOSING LIVE WIRES. ETHERNET COVER IS MISSING. CONDUIT END CAP IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL

School Facility Conditions and Planned Improvements

			(HALLWAY). 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 711A ALL GENDER RESTROOM: 5. ROOM HAS A STRONG URINE ODOR. URINE LEFT IN URINAL. 12. CRACK IN INTERIOR WALL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		125: 4. FLOOR TILES ARE BROKEN (HALLWAY). 7. OUTLET EXTENDER IS PRESENT. 15. DOOR CLOSER COVER IS MISSING.(HALLWAY) 130 FACULTY LOUNGE: 4. CEILING TILE IS TORN. 15. DOOR CLOSER COVER IS MISSING. 19: USED FOR STORAGE. 4. FLOOR TILES ARE BROKEN. 14. HOLE IN RAMP. 205: 4. CEILING TILE IS MISSING. CEILING TILES HAVE HOLES. 15. DOOR CLOSER COVER IS MISSING. 209: 7. MULTIPLE LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. 310: 4. CEILING TILES ARE DAMAGED. 7. CONDUIT END CAP IS MISSING EXPOSING LIVE WIRES. 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). 313: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING AND BROKEN. 337: 4. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 338: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. CONDUIT END CAP IS MISSING EXPOSING LIVE WIRES. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. 340: 4. CEILING TILES ARE TORN. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAPS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 341/342: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 363: 4. CEILING TILES HAVE HOLES. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 372: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) 430: 4. CEILING TILES ARE DAMAGED. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

11. PAINT IS PEELING ON DOORFRAME. 15. DOOR WINDOW IS BROKEN (HALLWAY). (WILLIAMS NOTICE IS NOT POSTED)

433: 4. CEILING TILES ARE TORN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING.

436: 4. CEILING TILES ARE TORN. 7. THREE LIGHT PANELS ARE OUT. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

506: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.

507: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE TORN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

604: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE TORN. FLOOR TILE IS BROKEN AT ENTRY. 7. ONE LIGHT PANEL IS OUT. CONDUIT END CAP IS BROKEN. 15. THRESHOLD IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

641 ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET BUTTON IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (NO MENSTRUAL NOTICE IS POSTED)

641 ALL GENDER RESTROOM: (NO MENSTRUAL NOTICE IS POSTED)

653: 7. CONDUIT END CAP IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

659: 4. RUBBER MOULDING IS TORN AND LOOSE. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

661: 4. CEILING TILES ARE BROKEN. 7. OUTLET COVER IS MISSING EXPOSING LIVE WIRES. ETHERNET COVER IS MISSING. CONDUIT END CAP IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED)

662 ELECTRICAL: 15. DOOR CLOSER COVER IS MISSING (HALLWAY).

704: 4. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING. 15. DOOR HANDLE IS LOOSE.

751/ AUX GYM: 7. ELECTRICAL COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER IS MISSING.

ADMINISTRATION: 4. CEILING TILES ARE LOOSE (FOYER). CEILING TILES ARE MISSING (FOYER). 7. OUTLET COVER IS MISSING. EXCESSIVE WIRE NOT IN CONDUIT EXPOSING LIVE WIRE. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVER IS MISSING.

BOYS LOCKER ROOM: 4. WALL TILES ARE BROKEN (SHOWER). 7. LIGHT DIFFUSERS ARE

School Facility Conditions and Planned Improvements

				BROKEN. 10. NO ROOM ID. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVERS ARE MISSING. BOYS RESTROOM: 4. WALL TILES ARE MISSING. PAPER TOWEL DISPENSER IS BROKEN. 5. ROOM HAS A FOUL ODOR. 7. ONE LIGHT PANEL IS OUT. 10. BURM MARK N INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. CUSTODIAN 439: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. DRESSING ROOM: 15. DOOR CLOSER IS BROKEN. GIRLS RESTROOM/ 605B: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY). 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY). (MENSTRUAL NOTICE IS NOT ADEQUATE) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. ONE STALL IS UNABLE TO BE SECURED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS NOT POSTED) GYM FOYER: 7. LIGHT DIFFUSER IS BROKEN. LIGHT DIFFUSER IS MISSING. 15. WINDOW IS BROKEN. DOOR CLOSER COVERS ARE MISSING. GYM: 4. CEILING TILES ARE MISSING. 5. GRAFFITI THROUGHOUT GYM. 15. DOOR CLOSER COVERS ARE MISSING. PLAYCOURTS: 14. VEGETATION IS GROWING THROUGH CRACKS. SERVING AREA: 4. CEILING TILES ARE DAMAGED. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON COUNTERTOPS. 15. DOOR CLOSER COVER IS MISSING. STORAGE/ 117: 9. EXTERIOR DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR VENT IS MISSING. STORAGE:
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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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	39	33	34	47	48
Mathematics (grades 3-8 and 11)	7	9	23	26	35	37

2024-25 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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	323	311	96.28	3.72	39.35
Female	153	149	97.39	2.61	42.28
Male	170	162	95.29	4.71	36.65
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	45.45
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	292	282	96.58	3.42	38.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	135	125	92.59	7.41	8.80
Foster Youth	0	0	0	0	0
Homeless	15	12	80.00	20.00	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	313	302	96.49	3.51	38.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	19.44

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	322	307	95.34	4.66	8.52
Female	152	147	96.71	3.29	6.85
Male	170	160	94.12	5.88	10.06
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	9.09
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	291	278	95.53	4.47	7.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	135	123	91.11	8.89	1.64
Foster Youth	0	0	0	0	0
Homeless	15	12	80.00	20.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	312	298	95.51	4.49	8.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	8.33

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	10.39	17.43	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	670	655	97.76	2.24	14.00
Female	321	319	99.38	0.62	13.65
Male	347	334	96.25	3.75	13.81
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	6.67
Black or African American	25	23	92.00	8.00	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	604	593	98.18	1.82	13.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	273	263	96.34	3.66	1.15
Foster Youth	--	--	--	--	--
Homeless	35	33	94.29	5.71	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	649	636	98.00	2.00	13.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	75	91.46	8.54	5.48

2024-25 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 the pathway curriculum and instruction.

College and Career Pathways are the major initiatives 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 to colleges & industry workplaces, 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 Academy

- Introduction to Engineering Design [H] PLTW
- Principles of Engineering [H] PLTW
- Computer Science and Software Engineering [H] PLTW
- Computer Integrated Manufacturing [H] PLTW

Pathway: Health Academy

- Intro Mental Health [P]
- Introduction to Health Careers [P]
- Public Health Honors [H]
- Mind Matters [H]

Pathway: Law Academy

- Introduction to Law [P]
- Analytical Forensic Science [P]
- Law & Justice [P]
- Constitutional Law Adv [P]
- Law & Democracy [DE]

Pathway: Multimedia

- Media & Communications 1 [P]
- Media & Communications 2 [P]
- Media Production & Publications 1 [P]
- Media Production & Publications 2 [P]

Pathway: Business & Entrepreneurship

- Intro to Investment & Entrepreneurship [P]
- Investment & Entrepreneurship [P]

Pathway: Education

- Careers in Teaching [P]
- Child Growth & Development [DE]

Pathway: Fashion & Design

- Introduction to Fashion Design [P]
- Fashion Design 1 [P]

Pathway: Urban Agriculture

- Urban Agriculture Farm to Table [P]
- Urban Agriculture Farm to Table 2 [P]

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1112
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.9

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.14
Graduates Who Completed All Courses Required for UC/CSU Admission	31.25

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	79.2	79.2	79.2	79.2	79.2

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.

2025-26 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 district's "Verkada" volunteer registration program. The school's website (<https://richmond.wccusd.net>) is maintained by the district and includes schedules, teacher pages,

2025-26 Opportunities for Parental Involvement

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 aid 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.

Parent-Teacher Student Association (PTSA): The Parent-Teacher Student Association (PTSA) meets monthly to review and discuss all issues related to improving the family, teacher, and student experience at school.

RHS also hosts "Coffee with the Principal". Coffee with the Principal meets monthly to share school information with families. It is an opportunity for families to connect with our staff. Meetings include staff meet and greets, data reviews, and parent/ family workshops.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	11.2	14.4	12.6	9.3	9.9	5.7	8.2	8.9	8
Graduation Rate	81.1	80.6	75.6	85	84.9	86	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 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 .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	373	282	75.6
Female	180	148	82.2
Male	192	133	69.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	346	260	75.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	216	146	67.6
Foster Youth	--	--	--
Homeless	25	18	72.0
Socioeconomically Disadvantaged	364	281	77.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	44	30	68.2
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1427	1362	534	39.2
Female	673	645	235	36.4
Male	751	714	297	41.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	8	29.6
Black or African American	71	69	38	55.1
Filipino	13	13	1	7.7
Hispanic or Latino	1273	1213	468	38.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	11	3	27.3
White	20	20	11	55.0
English Learners	630	595	272	45.7
Foster Youth	--	--	--	--
Homeless	71	66	31	47.0
Socioeconomically Disadvantaged	1370	1317	524	39.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	202	190	103	54.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.78	11.58	12.82	4.81	4.82	4.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.13	0.07	0	0.02	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.82	0.00
Female	6.84	0.00
Male	18.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	30.99	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	20.00	0.00
English Learners	15.08	0.00
Foster Youth	0.00	0.00
Homeless	11.27	0.00
Socioeconomically Disadvantaged	13.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.78	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	23	26	8
Mathematics	27	14	18	17
Science	27	17	16	13
Social Science	27	17	31	16

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	22	23	12
Mathematics	34	2	20	18
Science	29	3	21	7
Social Science	28	7	28	20

2024-25 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	335.25

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	9470.71	2840.67	6630.04	85960.90
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-2.4	1.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-47.6	-9.6

Fiscal Year 2024-25 Types of Services Funded

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

18 REASONS
 AAA WORKSPACE - EPROCUREMENT
 ACADEMIC INNOVATIONS
 AEG PRESENTS SF LLC
 AMAZON
 AMAZON (E-PROCUREMENT)
 AMERICAN STAGE TOURS
 APPLE COMPUTER INC
 AREY JONES EDUCATIONAL SOLUTIONS
 B & H PHOTO VIDEO INC
 BAY AREA COMMUNITY RESOURCES, INC
 BAY AREA DRIVING SCHOOL INC
 BAY AREA PEACEKEEPERS INC
 BE THE CHANGE CONSULTING LLC
 BEARCOM COMMUNICATIONS INC.
 BIO CORP
 BLICK ART MATERIALS LLC
 BOX CARS AND ONE-EYED JACKS INC.
 BRISK LABS CORP
 BROWN DOG GADGETS
 BSN SPORTS LLC
 BUREAU OF EDUCATION & RESEARCH INC
 CDW GOVERNMENT
 CENGAGE LEARNING
 CONTRA COSTA COUNTY OFFICE OF EDUCATION
 D HARRIS TOURS INC
 ELENCO ELECTRONICS LLC
 EMBI TEC
 EXPOSE VALUE, LLC
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX
 GLOWFORGE INC
 HOME DEPOT
 HONORS GRADUATION, LLC
 IMAGETECH LLC
 INTERNATIONAL INSTITUTE FOR RESTORATION

Fiscal Year 2024-25 Types of Services Funded

IXL LEARNING
JOSTENS
JW PEPPER AND SONS INC
KBA DOCUMENT SOLUTIONS, LLC
LAMORINDA MUSIC
LATINO RECORDS
LEFTSIDE PRINTING
MAKE COMMUNITY, LLC
MCGRAW-HILL SCHOOL EDUCATION HOLDING
MENTORING IN MEDICINE & SCIENCE
MICHAEL BUSINESS MACHINES CORP
MUSSON THEATRICAL
NAPA COUNTY OFFICE OF EDUCATION
NASCO EDUCATION
NAT'L ASSOC COLLEGE ADMISSION COUNS
NIELSON-KELLERMAN CO
PATRICK MACKIN CUSTOM FURNITURE INC
PAXTON PATTERSON LLC
PROJECT LEAD THE WAY INC
REALITYWORKS
RICOMA INTERNATIONAL CORPORATION
SAGE PUBLICATIONS, INC
SANDY SPIN SLADE INC
SCHOOL DATEBOOKS INC
SECURITY 20/20, INC
SIERRA PACIFIC TOURS
SOLIDPROFESSOR
STANBURY UNIFORMS INC
SWEETWATER SOUND INC
SWIVL INC
TEACHING TO A RIOT LLC
TECHTERRA EDUCATION LLC
THE CHOOSE COLLEGE EDUCATION FOUNDATION
TOUCH OF NEW LIFE
ULINE INC
US BANK
USS HORNET MUSEUM
VIDA ATHLETICS
WARDS NATURAL SCIENCE
WCCUSD CENTRAL LIBRARY SERVICES
YOUNG ELECTRIC SIGN COMPANY
ZAHOUREK SYSTEMS INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.9
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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	0
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

Richmond High School believes that teacher collaboration and professional development are at the core of student learning. Staff meet 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 restorative practices, social justice standards, embedding language into the content areas, and other self-selected PDs.

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.

Professional Development

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. Department collaboration is structured as Professional Learning Communities that focus on aligning curriculum, pedagogy, best practices, and engaging in self-assessment of teaching cycles.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	35	33	33