

Richmond College Preparatory

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



Richmond College Prep Schools

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 College Preparatory
Street	1014 Florida Ave
City, State, Zip	Richmond, CA 94804
Phone Number	(510) 235-2066
Principal	Diana Gurrola-Ramirez & Sarah Lego
Email Address	dramirez@rcpschools.org & slego@rcpschools.org
School Website	http://www.rcpschools.org
Grade Span	K-8
County-District-School (CDS) Code	07617960110973

2025-26 District Contact Information

District Name	Richmond College Preparatory
Phone Number	(510) 235-2066
Superintendent	Dr. Keisha Prier
Email Address	kprier@rcpschools.org
District Website	https://www.rcpschools.org/

2025-26 School Description and Mission Statement

Richmond College Prep (RCP) is a TK–8 public charter school committed to changing our community through education. Our mission is to provide high-quality preschool, elementary, and middle school academic services that lead to grade-appropriate achievement, cultural enrichment, and strong moral character. RCP is grounded in the belief that all students can succeed when they are supported academically, socially, and emotionally in a safe, respectful, and inclusive learning environment guided by our Lion Pride values: Perseverance, Respect, Integrity, Determination, and Empathy.

RCP’s school culture emphasizes responsibility, empathy, and strong relationships. Students are taught to use kind words, self-control, good judgment, and problem-solving tools to support positive behavior and collaboration. Social and Emotional

2025-26 School Description and Mission Statement

Learning is embedded into daily instruction and school routines to help students build confidence, resilience, and a strong sense of belonging.

During the 2025–2026 school year, RCP’s academic priorities focus on strengthening core instruction and preparing students for long-term success. These priorities include: strengthening ELA Tier 1 instruction and improving reading comprehension across all grade levels; supporting multilingual learners in developing stronger speaking and writing skills; and expanding college and career readiness through Spanish 1 and AVID. These priorities guide instructional planning, professional development, and student support systems as RCP continues to build a rigorous, inclusive, and future-focused academic program.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	60
Grade 1	64
Grade 2	62
Grade 3	59
Grade 4	62
Grade 5	61
Grade 6	61
Grade 7	55
Grade 8	52
Total Enrollment	560

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.9
Male	46.1
Asian	1.4
Black or African American	14.1
Filipino	0.2
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3
White	0.2
English Learners	40.9
Homeless	0.2
Socioeconomically Disadvantaged	88.8
Students with Disabilities	10.9

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)	9	56.25	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	5	31.25	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	12.5	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0	0	91.2	5.99	15831.9	5.67
Total Teaching Positions	16	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)	9	56.25	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	6	37.5	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1	6.25	94.3	6.58	14303.8	5.15
Total Teaching Positions	16	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)	9	52.94	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	4	23.53	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	23.53	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	17	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	0.00	0	0
Misassignments	2.00	0	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	4

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	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	10	0	21
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	5.2	15.7

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		August 2023
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	Reading/Language Arts (TK): Teaching Strategies (year adopted 2023) Reading/Language Arts Grades (K - 8): EL Education (year adopted 2023) Lower Elementary (TK - 5): National Geographic REACH (year adopted 2017) Upper Elementary (6 - 8): English 3D Houghton Mifflin Harcourt (year adopted 2017)	0%
Mathematics	Mathematics (TK) Teaching Strategies (year adopted 2023) Mathematics (K - 8): Open-Up (year adopted 2022)	0%
Science	Lower Elementary (TK - 5): Mystery Science (year adopted 2018) Upper Elementary (6 - 8): Teachers' Curriculum Institute (TCI) (year adopted 2018) BSA! Integrated Text & Notebook 1 & 2 (year adopted 2022)	0%

History-Social Science	Teachers' Curriculum Institute (TCI) (year adopted 2025)	0%
Health	Upper Elementary (5 - 8) Advocates for Youth (year adopted 2018)	0%
Visual and Performing Arts	Teacher Created	

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

School Facility Conditions and Planned Improvements

RCPs last FIT was in the 24/25 school year. We are in the process of getting another FIT for the 25/26 school year.

Our foremost priority is to uphold a secure, pristine, and operational school facility. The custodial team ensures daily cleaning of the campus. Additionally, we conduct a monthly audit to address identified repairs needed. Custodial staff promptly attend to grounds maintenance needs, while administrators conduct quarterly facility walkthroughs to assess cleanliness and safety, collaborating with the Richmond Fire Department and County Health Department. Security measures are in place, including locked doors and monitored security gates with video supervision by our Charter Office staff.

Richmond College Prep undergoes annual inspections by the Richmond Fire Department and County Health Department, with results posted onsite and available at the front office. Various improvements and maintenance initiatives have been completed to ensure optimal conditions.

Year and month of the most recent FIT report

7/01/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Repairs have been successfully completed across various locations. Below is a summary of the addressed issues: Cafeteria: 4) remove the table blocking the emergency release window. Portable 15: 4) Remove items blocking the emergency release window. Portable 5: 4) Replace ceiling tiles. Portable 10: 4) Replace ceiling tiles. Portable 4: 4) Replace floor tile at the entrance of the portable. Portable 3: 4) Replace the door threshold. Schoolwide:

School Facility Conditions and Planned Improvements

				4) Apply fire-retardant spray to all couches and draperies. 4) Remove all interior door decorations so that classroom doors appear as exit doors from the inside.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs have been successfully addressed in the specified areas. Here is a summary of the completed repairs: Boys restroom by cafeteria: 8) Repair broken bracket at the metal partition. Girls restroom by cafeteria: 8) Repair the handicap stall door latch. Boys restroom by portable 3: 8) Adjust door closure
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	54	52	33	34	47	48
Mathematics (grades 3-8 and 11)	50	50	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

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	353	349	98.87	1.13	51.86
Female	190	188	98.95	1.05	54.79
Male	163	161	98.77	1.23	48.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	53	53	100.00	0.00	28.30
Filipino	--	--	--	--	--
Hispanic or Latino	282	279	98.94	1.06	55.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	97	97.00	3.00	23.71
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	222	98.67	1.33	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	30.00

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	353	348	98.58	1.42	50.29
Female	190	187	98.42	1.58	47.06
Male	163	161	98.77	1.23	54.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	53	52	98.11	1.89	28.85
Filipino	--	--	--	--	--
Hispanic or Latino	282	279	98.94	1.06	53.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	97	97.00	3.00	32.99
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	221	98.22	1.78	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	32.50

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)	28.57	24.78	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	114	113	99.12	0.88	24.78
Female	56	56	100.00	0.00	17.86
Male	58	57	98.28	1.72	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	12.50
Filipino	0	0	0	0	0
Hispanic or Latino	92	91	98.91	1.09	25.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	74	98.67	1.33	16.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 5	98	92	98	92	92
Grade 7	97	97	86	86	86

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

Richmond College Prep (RCP) prioritizes strong family partnerships as a core part of our school community. RCP employs a full-time Family Engagement Coordinator, Ms. Mayra Govea (mgovea@rcpschools.org), who supports families in participating meaningfully in school life through meetings, outreach, and access to resources. Families receive regular communication through monthly newsletters, ParentSquare, ClassDojo, phone calls, and in-person events. All school communications are translated, with all written communication provided in Spanish and additional languages supported as needed to ensure equitable access for all families.

Families are actively engaged in school leadership and community groups. Parents participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), Culture Committee, Traffic Committee, and Melanin Families affinity group. RCP also partners with 5Cs to offer parent groups focused on literacy development and advocacy. Monthly Coffee Club meetings provide families with opportunities to learn about school priorities, provide feedback, and strengthen relationships with staff and school leadership.

RCP offers numerous family-centered events throughout the year, including literacy and math nights, cultural open houses for Black History Month and Latinx Heritage, student performances, dance recitals, Back-to-School Night, Back-to-School BBQ, Summer Festival, conferences, and sports events. Families are supported through referrals to food pantries and wraparound services, access to a full-time school counselor, and meetings with a full-time attendance monitor who partners with families to support consistent student attendance. Families provide input through surveys, meetings, and direct communication with administrators. Parents interested in becoming involved are encouraged to contact Ms. Govea for guidance on participation opportunities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	577	88	15.3
Female	318	312	55	17.6
Male	267	265	33	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	82	80	29	36.3
Filipino	--	--	--	--
Hispanic or Latino	467	462	53	11.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	5	26.3
White	--	--	--	--
English Learners	236	234	20	8.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	515	510	73	14.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	70	11	15.7

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
4.07	3.12	3.93	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	0	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	3.93	0.00
Female	0.94	0.00
Male	7.49	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	4.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.39	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.71	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

Richmond College Prep maintains a Comprehensive School Safety Plan (CSSP) outlining procedures for emergency preparedness and response, including fire, earthquake, shelter-in-place, lockdown, and medical emergencies, in coordination with local emergency partners. The School Safety Plan was last board approved on March 4, 2025 and is currently being updated for the 2025–26 school year, with anticipated board approval in February 2026. The updated plan will be reviewed with school staff, the School Site Council, and a student representative in February 2026. The CSSP includes required criminal background checks and Live Scan clearance for all staff and volunteers, mandated reporter training, employee health screenings, medication administration protocols, secure student records, and procedures for responding to student illness or injury with parent notification. Staff participate in regular fire, earthquake, and shelter-in-place drills and receive training in emergency response, first aid, and supervision procedures. Campus safety measures include a locked perimeter, visitor sign-in protocols, walkie-talkies and campus call systems, and digital monitoring.

For the 2025–26 school year, RCP is strengthening its existing systems by incorporating required statewide updates. Emergency drills are trauma-informed and explicitly avoid simulations, actors, or fake weapons, with advance notification provided to students and families along with guidance for supporting children and preparing for emergencies at home beginning in February. The school is working with its Board of Directors to finalize opioid overdose response protocols, including access to Naloxone (Narcan) and trained administrators by Spring 2026. The updated plan will also include student-specific emergency procedures for students with disabilities, with designated staff roles to support students with individual needs. RCP is developing an Instructional Continuity Plan to ensure learning continues during emergencies and formalizing threat assessment and reporting procedures in coordination with local law enforcement, including response protocols for false emergency calls (“swatting”).

RCP provides comprehensive mental health supports through a full-time school counselor, tiered social-emotional learning supports using the Mindful Life curriculum, and crisis response procedures that include risk assessment, counseling, and collaboration with outside agencies when needed. Volunteers are required to complete Live Scan clearance, and digital safety is supported through Securly monitoring. The Comprehensive School Safety Plan is reviewed and revised annually with input from administration, staff, families, and students to reflect evolving requirements and school needs. Together, these measures support a proactive approach to prevention, preparedness, and coordinated response, ensuring a safe, supportive, and inclusive learning environment for all students.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
K	30	0	2	0
1	29	0	2	0
2	30	0	2	0
3	32	0	2	0
4	29	0	2	0
5	30	0	2	0
6	29	0	2	0
Other	0	0	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
K	31	0	2	0
1	30	0	2	0
2	31	0	2	0
3	30	0	2	0
4	31	0	2	0
5	30	0	2	0
6	30	0	2	0
Other	0	0	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
K	30	0	2	0
1	32	0	2	0
2	31	0	2	0
3	30	0	2	0
4	31	0	2	0
5	31	0	2	0
6	31	0	2	0

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	1120:1

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1

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	\$18,689	\$5,078	\$13,611	\$83,416
District	N/A	N/A	\$13,611	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$	\$
Percent Difference - School Site and State	N/A	N/A		-

Fiscal Year 2024-25 Types of Services Funded

Richmond College Prep (RCP) provides a comprehensive system of academic, social-emotional, and enrichment supports to meet the diverse needs of students. During the school day, teachers and instructional aides provide targeted reading and math intervention through small-group instruction, including fluency practice, Rime Magic, and decodable text instruction. Both teachers and IAs pull small groups for differentiated support, while additional support staff provide push-in services to strengthen core instruction. RCP also implements daily designated ELD instruction delivered by classroom teachers, supported by a part-time ELD tutor. These services ensure multilingual learners receive consistent language development aligned to academic content.

RCP supports students' social-emotional and behavioral development through a part-time school counselor, a full-time Mindful Life instructor, and a partnership with Youth Service Bureau (YSB) for wraparound services. Counseling services include individual check-ins, small groups, crisis support, and family support. Attendance is supported by a full-time attendance monitor who partners with families through meetings, incentives, and schoolwide initiatives such as Perfect Attendance Recess and attendance challenges. These systems promote student well-being, engagement, and consistent school attendance.

Extended learning opportunities are offered through Summer School, Saturday School, Spring Break Camp, and Presidents' Break Camp, serving the entire school community. Academic instruction in ELA and math occurs in the morning, followed by enrichment in the afternoon through partnerships with the City of Richmond Sports, Engineering for Kids, In Harmony Music, Playworks, and teacher-created enrichment. These partners also support Enrichment Wednesdays, allowing students to participate in enrichment while teachers engage in monthly professional development. After-School Education and Safety (ASES) serves all students and includes daily homework and tutoring support, sports, and enrichment classes such as music production and financial literacy. Student leadership is supported through a middle school Student Council that helps plan school events and initiatives. Together, these programs ensure RCP students receive well-rounded academic, social, and enrichment support.

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%

Professional Development

Richmond College Prep provides professional development through a combination of staff development days, monthly Early Release Wednesdays, summer trainings, and ongoing job-embedded learning. In the 2025–26 school year, the school shifted from multiple full-day professional development sessions to a model that emphasizes consistent, yearlong professional learning while preserving instructional time for students.

Teachers and school leaders participate in summer professional development opportunities, including trainings in Universal Design for Learning (UDL), AVID strategies, and curriculum-aligned learning through organizations such as UnboundEd. During the school year, professional development is primarily job embedded and includes instructional coaching by school directors, classroom observations, feedback cycles, and peer observations. These structures support reflection on practice and alignment to schoolwide instructional priorities.

Additional professional learning is offered through after-school professional development in English Language Arts and Mathematics, as well as collaborative planning and data analysis during Early Release Wednesdays. Richmond College Prep continues to reflect on and refine its professional development model to strengthen instruction and support student success.

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	11	11	7