

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

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

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

DataQuest

Internet Access

About This School

Contact Information (School Year 2018—19)



Last updated: 1/10/2019

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

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

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

Last updated: 1/3/2019

Student Enrollment by Grade Level (School Year 2017—18)

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

Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Last updated: 1/18/2019

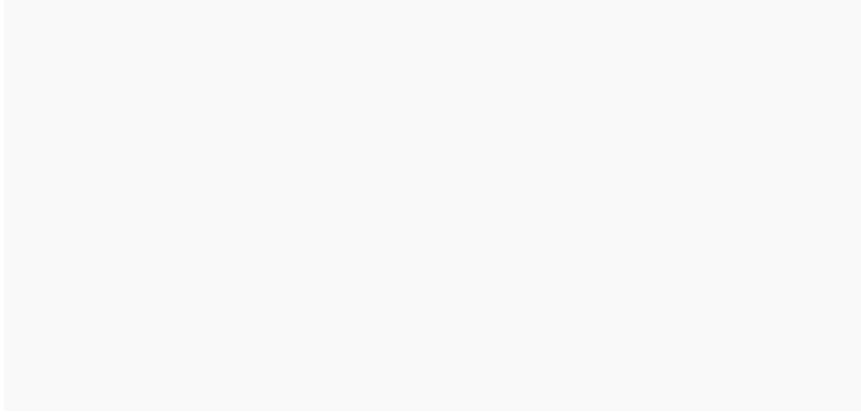
Teacher Misassignments and Vacant Teacher Positions

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

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

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



School Facility Conditions and Planned Improvements

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

Last updated: 1/15/2019

School Facility Good Repair Status

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

-Paint benches outside the weight room and music room.

-Paint the door. 303/659

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

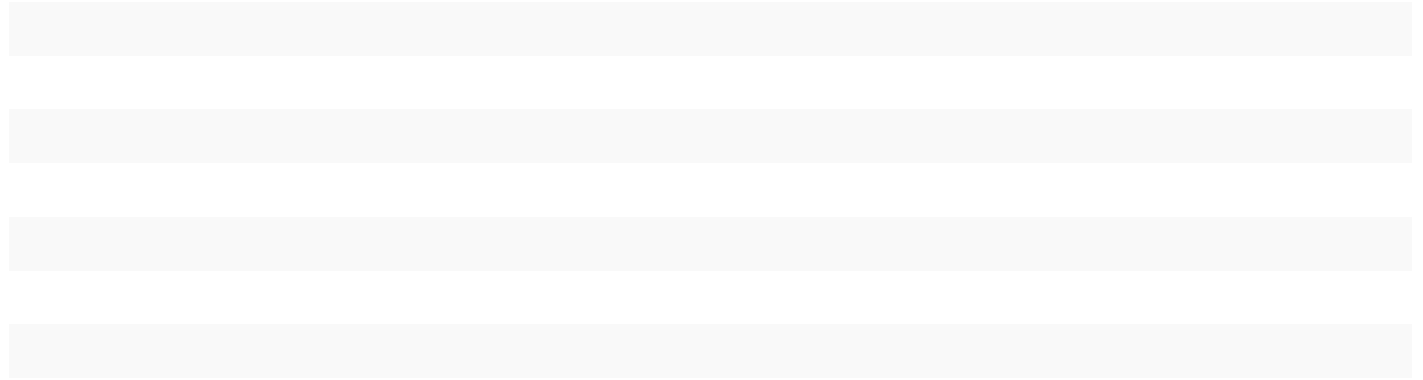
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who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

Last updated: 1/23/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

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



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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2019

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

CAASPP Test Results in Mathematics

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standards plus the Smarter Balanced Summative Assessment plus the CAA.

Last updated: 1/23/2019

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

CTE Courses offered at Richmond High School:

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

Last updated: 1/8/2019

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

Last updated: 1/8/2019

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

State Priority: Other Pupil Outcomes

Last updated: 1/23/2019

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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

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

Opportunities for parents to serve on Committees

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

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

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty, students, and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school must have a School Site Council composed of three parents or community members, the principal, four classroom teachers, three students, and one other staff member (Education Code Section 52852). The SSC approves all categorical spending and the Single Plan for Student Achievement.

State Priority: Pupil Engagement

Last updated: 1/3/2019

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

Last updated: 1/23/2019

**Completion of High School Graduation Requirements - Graduating Class of 2017
(One-Y**

State Priority: School Climate

Last updated: 1/23/2019

The SARC provides the following information relevant to the State priorit

Last updated: 1/23/2019

Last updated: 1/24/2019

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2019

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

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

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

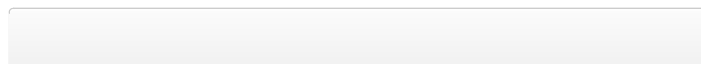
- NEFF MOTIVATION INC
- BAND
- YMCA OF THE EAST BAY
- BAY AREA PEACEKEEPERS INC
- COMMUNITY ALLIANCE FOR LEARNING
- BERKELEY REPERTORY THEATRE
- PRODEV SERIES INC
- ACADEMES
- UCB MEDIA INSTITUTE
- PROJECT LEAD THE WAY
- VEX ROBOTICS INC
- CATHOLIC CHARITIES OF THE EAST BAY
- HEAT DANCELIN
- SCHOOL YARD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

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

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



Last updated: 1/23/2019

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

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

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

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

Last updated: 1/23/2019

Professional Development

Last updated: 1/23/2019