

**Richmond College Preparatory**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	1014 Florida Ave Richmond, CA , 94804-2474	<b>Principal:</b>	Diana Gurrola-Ramirez & Sarah Lego
<b>Phone:</b>	(510) 235-2066	<b>Grade Span:</b>	K-8

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, 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

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.

## About This School

### Diana Gurrola-Ramirez & Sarah Lego

Principal, Richmond College Preparatory

#### About Our School

Richmond College Prep's (RCP) mission is to, first, ground its students in an understanding of their history. We help them learn who they are and where they come from so they can recognize the impact they will have in the world. We want our students to be passionate learners and curious self-starters who take ownership of their education. We strive to empower them with the confidence and courage to express themselves and commit to positive choices. We intend that they will achieve their rigorous academic goals and embrace any opportunity that comes their way.

We want our students to see themselves as leaders who know how to use the power of their voice as a catalyst for change in their community and in the wider world. RCP is fighting every day to reverse educational inequality to ensure students have the fundamentals needed to excel in literacy and all academic pursuits. Program activities support students' development of Social and Emotional Learning (SEL) skills. SEL helps students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and manage emotions

#### Contact

Richmond College Preparatory  
1014 Florida Ave  
Richmond, CA 94804-2474

Phone: (510) 235-2066

Email: [richcollegeprep@sbcglobal.net](mailto:richcollegeprep@sbcglobal.net)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Hurst, Kenneth C.
<b>Email Address</b>	<a href="mailto:chris.hurst@wccusd.net">chris.hurst@wccusd.net</a>
<b>Website</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	Richmond College Preparatory
<b>Street</b>	1014 Florida Ave
<b>City, State, Zip</b>	Richmond, CA , 94804-2474
<b>Phone Number</b>	(510) 235-2066
<b>Principal</b>	Diana Gurrola-Ramirez & Sarah Lego
<b>Email Address</b>	<a href="mailto:richcollegeprep@sbcglobal.net">richcollegeprep@sbcglobal.net</a>
<b>Website</b>	<a href="http://www.rcpschools.org">http://www.rcpschools.org</a>
<b>County-District-School (CDS) Code</b>	07617960110973

Last updated: 2/1/22

**School Description and Mission Statement (School Year 2021—2022)****Description of Richmond College Prep Schools:**

Richmond College Prep Schools are in the Santa Fe/Coronado neighborhoods of Richmond, California. We serve students in the immediate community as well as students living in the Iron Triangle and surrounding areas. We were founded in 2004 as a Montessori preschool program and began with 20 students. We have since grown into a preschool and Richmond College Prep K-8 Charter School (RCPK8) consisting of an elementary and a middle school. The elementary and middle schools serve approximately 534 children. Our teachers, administrators, and staff are dedicated to all our students' academic success and social-emotional well-being. Students are exposed to a rigorous academic curriculum as well as mindful awareness practices. Richmond College Prep Schools has a history of academic success and continues to work with excellence.

**Mission Statement:**

Richmond College Prep Schools' mission is to change our community through education by providing preschool, elementary, and middle school academic services resulting in grade-appropriate academic achievement, cultural enrichment, and strong moral character.

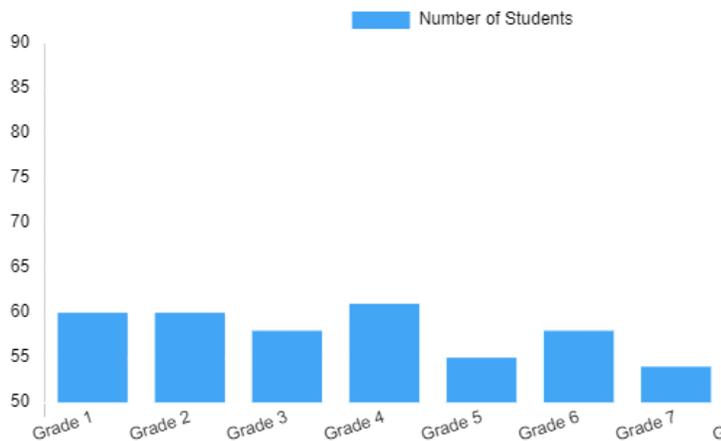
**Vision:**

Richmond College Prep Schools are committed to intellectually challenging and emotionally nurturing educational environments for children in Richmond, California as the basis for student success and productive citizenship. We demonstrate that all children, no matter what their circumstances, can be highly educated and successful citizens if they are provided rigorous educational programs and adequate social support. We support both children and their families to ensure that all our children are well-educated and productive community members.

*Last updated: 2/1/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 1	60
Grade 2	60
Grade 3	58
Grade 4	61
Grade 5	55
Grade 6	58
Grade 7	54
Grade 8	56
Kindergarten	86
Total Enrollment	548



Last updated: 2/1/22

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	49.60%
Male	50.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	0.00%
Black or African American	23.00%
Filipino	0.20%
Hispanic or Latino	74.80%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	1.50%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.70%
Foster Youth	0.20%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disadvantaged	75.40%
Students with Disabilities	8.90%

## 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

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Reading/Language Arts Reading/Language Arts All grades (TK - 8):</b></p> <p>Reader's and Writer's Workshop - Lucy Calkins</p> <p><b>Lower Elementary (TK - 4):</b></p> <p>National Geographic REACH</p> <p><b>Upper Elementary (6 - 8):</b></p> <p>English 3D Houghton Mifflin Harcourt</p>	Yes	0%
Mathematics	<p><b>Mathematics (TK - 4):</b></p> <p>Engage NY</p> <p><b>Mathematics (5 - 8):</b></p> <p>Open-Up</p>	Yes	0%
Science	<p><b>Lower Elementary (TK - 4):</b></p> <p>Mystery Science</p> <p><b>Upper Elementary (6 - 8):</b></p> <p>Teachers' Curriculum Institute (TCI)</p>		0%
History-Social Science			0%
Foreign Language			0%
Health	<p><b>Health Upper Elementary (5 - 8):</b></p> <p>Advocates for Youth</p>		0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/22

### School Facility Conditions and Planned Improvements

One of our top priorities is to maintain a safe, clean, and functional school facility. The custodial staff cleans the campus daily. The school conducts an annual audit and an annual community survey to make identified repairs. The custodial staff makes repairs to the grounds as the need arises. Administrators conduct facility walkthroughs, on average each quarter, to check the cleanliness and safety of the school facilities. They coordinate with the Richmond Fire Department and the County Health Department. Security is maintained with locked doors and security gates that have video monitoring supervised by our Charter Office staff. Richmond College Prep has annual inspections by the Richmond Fire Department and the County Health Department. Inspection results are posted on-site and may be viewed at the front office. Because facility improvements were completed during the 2018 summer (replacing HVAC units and LED lighting on the Charter campus) and Richmond College Prep is not in need of any additional maintenance to ensure good repair at this time, there are no planned facility improvements for the 2021-22 school year.

*Last updated: 2/1/22*

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

### Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 2/1/22*

## 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).
- **SARC Reporting in the 2020–2021 School Year Only**  
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **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.

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): NWEA MAP Test in Reading

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	350	286	82	18	43
Female	176	146	83	17	53
Male	174	140	80	20	32
American Indian or Alaska Native	1	N/A	N/A	N/A	N/A
Asian	0	N/A	N/A	N/A	N/A
Black or African American	87	59	68	17	53
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	258	225	87	13	44
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	4	N/A	N/A	N/A	N/A
White	0	N/A	N/A	N/A	N/A
English Learners	124	104	84	16	21
Foster Youth	1	N/A	N/A	N/A	N/A
Homeless	3	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	262	219	84	16	39
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	26	26	100	0	15

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): NWEA MAP Test Results in Math

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	350	286	82	18	26
Female	176	144	82	18	24
Male	174	142	82	18	28
American Indian or Alaska Native	1	N/A	N/A	N/A	N/A
Asian	0	N/A	N/A	N/A	N/A
Black or African American	87	63	72	28	19
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	258	220	85	15	29
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	4	N/A	N/A	N/A	N/A
White	0	N/A	N/A	N/A	N/A
English Learners	124	98	79	21	10
Foster Youth	1	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	3	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	262	219	84	16	23
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	26	26	100	0	12

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

Over the past four years Richmond College Preparatory (RCP) has increased its emphasis on building 21st Century workforce skills in our student body to encourage curiosity and self-confidence about technology. RCP is committed to offering a range of courses that will prepare our students for college and career. Our students work with real things (e.g. models, hands-on projects, gardens). This constructivist approach to teaching and learning is the basis of our educational program. Constructivist schools provide academically rich, rigorous environments that foster achievement (especially in underachieving students) and enable children to build a solid foundation for success as adults.

Although RCP does not have a structured Career Technical Education Program, we offer the following classes in the After-School program for 3rd-8th grade students (in-person or through distance learning depending on our requirements for the pandemic):

- Music Production
- Game Design
- Makerspace teaches students visual communication through drawing from varying perspectives, sketch modeling, and material studies, emphasizing safety practices as students are taught to use manual and power tools. Makerspace includes Gravits, graphic design software which teaches students to communicate with a laser cutter to produce their designs
- Creative Artistry (aka Anyone Can Do Art) which teaches basic art vocabulary, skills, media, and concepts to 3rd through 5th grades

*Last updated: 2/1/22*

### **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

## 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 2021-2022)

RCP has a full-time Family and Community Engagement Coordinator (tmonteiro@rcpschools.org or www.rcpschools.org) who holds weekly parent meetings, Family Nights, a bi-weekly African American Affinity Group called Melanin Mamas, and numerous other events over the year to engage parents in school life. Due to the pandemic, the Coordinator prioritizes the items listed below:

1. Engaging families via Zoom to keep parents engaged with school activities and receive their input and feedback on our learning and enrichment programs.
2. Engaging parents to attend the School Site Council (SSC), The Parent Tea Party, English Learner Advisory Committee (ELAC), and workshops and training for parents to develop advocacy skills, including how to support their student(s) in core subjects. RCP supports parents in understanding academic standards (both State and local assessments), the use of technology, how to monitor their child's academic progress, and how to support the success of their child.
3. Providing (in-person or virtually, as appropriate) family nights (e.g. Literacy and Math Nights), SSC, ELAC, Friday parent meetings (Melanin Mamas), and the Go Public Schools Workshop, a five-week training course for parents that focuses on giving parents resources, tools, and knowledge on how to advocate for their child, on how the school governance works, on the different ways children learn, on academic standards, etc.
4. Engaging families to ensure that social-emotional needs are being met by providing coordination-of-services referrals and workshop opportunities to develop social-emotional skills to support their students.

### **State Priority: Pupil Engagement**

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

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

**Chronic Absenteeism by Student Group**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	559	557	137	24.6
Female	277	276	61	22.1
Male	282	281	76	27.0
American Indian or Alaska Native	0	0	0	27.0
Asian	1	1	1	0
Black or African American	129	128	60	46.9
Filipino	2	2	1	0
Hispanic or Latino	417	416	72	17.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	8	8	3	37.5
White	0	0	0	0.0
English Learners	217	217	42	19.4
Foster Youth	2	2	1	0
Homeless	5	5	4	0
Socioeconomically Disadvantaged	432	431	103	23.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	50	12	24.0

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	5.30%	0.00%	5.56%	0.01%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.40%	3.45%	2.45%
Expulsions	0.00%	0.06%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 2/1/22

### School Safety Plan (School Year 2021-2022)

The RCP School Safety Plan details appropriate responses for a variety of emergency situations, including fire, earthquake, and shelter-in-place. The plan describes the steps necessary to ensure the safety of our students and staff in the event of an emergency. Involved in the School Safety Plan are administrators, maintenance and operations staff, office staff, teachers and support staff, and local emergency response organizations such as Richmond Fire Department and Richmond Police Department. Prior to the necessity of distance learning due to COVID-19, the school conducted monthly drills with staff, teachers, students, and school-based emergency response teams. We will resume these drills as in-person instruction becomes possible again.

The School Safety Plan details responses to health, safety, and risk in consultation with our insurance carriers and risk management consultants. RCP's Board of Directors plus staff, parents, and students from the School Site Council reviewed the School Safety Plan in October 2021 and will do so annually. The key elements are as follows:

- Compliance with Education Code Section 44237 which requires that all prospective employees of the school submit to a criminal background check and furnish a criminal record summary. This requirement will be a condition of employment.
- Compliance with California Penal Code section 11166 which requires any child care custodian who, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child who he or she knows or reasonably suspects has been a victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.
- All RCP K-8 employees will have child abuse training by an accredited training program as all employees are Mandated Reporters.
- All new RCP K-8 employees will be required to undergo a pre-employment physical examination, including a tuberculosis test. All new employees are required to submit at least three professional references as a part of the employment application. New employee references are checked thoroughly. New staff are required to participate in employee orientation sessions to inform and educate them about school rules, practices, and policies.
- Employees who will be handling student food are trained in the best and safest practices for food handling, distribution of meals, and food storage by accredited organizations.
- RCP K-8 students will be provided a nutritious breakfast prior to class start time, lunch, and an afternoon snack.
- Fire drills, earthquake drills, and shelter-in-place drills are conducted on a monthly schedule when in-person instruction is possible. Written instructions are available to personnel for each drill type.
- Staff, students, and volunteers are trained in case of natural and human-made disasters, including fire, earthquake, and other emergencies.
- RCP K-8 has strict guidelines for administering medication to students. Parent consent, medical professional recommendations, and thorough record-keeping are required and are in place.
- The appropriate professional medical response team (Fire Department, medical emergency response) will be contacted in case of a student, staff, or volunteer medical emergency. A defibrillator machine is kept on campus and staff is trained in its use. Staff trains in first aid and CPR and the handling of

blood-borne pathogens and communicable diseases and conditions.

- RCP K-8 will ensure that a qualified practitioner will conduct vision, hearing, and scoliosis screening, as mandated by state regulation. The practitioner will provide information and training to teachers and other appropriate staff members to help meet the needs of medically fragile students.
- Due to a national staff shortage, RCP K-8 is searching for a replacement for our full-time school counselor who left last year. When found, they will be on campus daily or counsel virtually. Part-time occupational and speech therapists work on campus or virtually.
- Emotional support training (i.e. Mindful Life) sessions are available to all students on campus, and a Toolbox (a curriculum of coping skills and practices) is included in the daily lesson plans of teachers to practice with students.
- Strong policies and procedures are in place for when a student is injured or becomes sick, and parents must be notified. Parents are provided with written reports about accidents and incidents involving their student(s).
- Student and staff records are secured in locked storage areas. Students must sign-in/out when they come late to school or leave early.
- All classrooms are locked and/or gate access to the classrooms is locked. Classrooms have telephones and the offices are equipped with intercom systems with visual capability.
- All staff attend online sexual harassment training at the beginning of each year.
- RCP K-8 is a drug, alcohol, and tobacco-free campus.

*Last updated: 2/1/22*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	31.00	0	3	0
1	31.00	0	2	0
2	31.00	0	2	0
3	31.00	0	2	0
4	31.00	0	2	0
5	31.00	0	2	0
6	31.00	0	2	0
Other**	31.00	0	4	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	31.00	0	3	0
1	31.00	0	2	0
2	31.00	0	2	0
3	31.00	0	2	0
4	31.00	0	2	0
5	31.00	0	2	0
6	31.00	0	2	0
Other**	31.00	0	4	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *1-20</b>	<b>Number of Classes *21-32</b>	<b>Number of Classes 33+</b>
K	31.00	0	3	0
1	31.00	0	2	0
2	31.00	0	2	0
3	31.00	0	2	0
4	31.00	0	2	0
5	31.00	0	2	0
6	31.00	0	4	0
Other**	31.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	548.0

Last updated: 1/1/00

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.50
Nurse	0.00
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 1/1/00

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11523.00	\$1010.00	\$10513.00	\$57130.00
District	N/A	N/A	--	\$76460.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 2/1/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

RCP programs and services that support and assist students:

**Summer Learning Program:**

Summer Learning Program to combat learning loss resulting from distance learning for students who were chronically absent and/or missed a certain portion of instruction due to lack of supervision and support at home. Our program focuses on English Language Arts (ELA), Math remediation through small group learning, and exploratory learning through hands-on projects.

With the aim of serving every grade-level, the program seeks to support up to 100 students daily from 9am-1pm and includes lunch & enrichment activities in the afternoons. We push for academic growth during the summer to bring these students closer to grade-level while also supporting them in returning to the routine of in-person education and practicing habits for success.

**Saturday School:**

RCP supports students throughout the regular school year with an added day of learning on Saturdays, reviewing and reinforcing academic concepts taught during the previous week. We engage students in project-based learning and tutorials to strengthen the new knowledge being taught in the school year. Our Saturday School instructors also act as case managers, tracking their students' academic progress and liaising with families to foster a personalized engagement plan for home and school.

**Mindful Life:**

Mindful Life Project (MLP) is an educational non-profit organization that supports schools across the Bay Area and beyond through mindfulness-based social-emotional learning programs. MLP's comprehensive approach supports the mental and emotional well-being of students, teachers, and families, transforming schools from the inside out to create cultures and climates where mental and emotional well-being is everyone's experience. RCP provides the following:

- 1:1 check-ins with students, teachers, and parents
- Small-group sessions with students (2:1 or 4:1)
- Small-group sessions with parents
- Small-group sessions to teach mindfulness to teachers and professional development in which teachers learn to teach MLP's methods to their students
- Whole-class and whole-school programs, known as Mindful Community
- A small-group intervention program, called Rise-Up, which includes eight students per grade level who have the greatest need to deepen their mindfulness practice and use expressive arts, yoga, and performing arts to release stress and trauma so they can thrive in the whole-school community.

**Permaculture:**

A permaculture garden space is a long-term "food forest" style garden including fruit trees, berries, perennial herbs, flowers, and annual vegetables that require less maintenance and are highly productive. It fosters inspiration and connection to the natural world while also providing social-emotional learning opportunities.

The "food forest" is a living outdoor education space providing nature-centered education that can inspire interest in natural sciences. It is a space to learn about gardening, environmental sciences, eating healthy foods, and the importance of sustainability and caring for the Earth and community.

**East Bay Center for Performing Arts****In-School Music Program:**

Studies have shown that music can produce several positive effects on a child's brain. Music activates both the left and right brain at the same time, and the activation of both hemispheres can maximize learning and improve memory. RCP's In-School Music Program ensures that every student receives standards-aligned weekly music instruction throughout the school year to facilitate long-term positive impact on student learning and school culture. All students perform twice a year at school gatherings, celebrating their accomplishments and developing confidence and pride in their work. These performances are specially designed to include the whole family, strengthening familiarity with RCP's on-site resources and developing a sense of shared community.

**Brazilian Jiu-Jitsu**

Brazilian Jiu-Jitsu is an optional program offered to students. It teaches the art of self-defense with an emphasis on safety, discipline, and skill development. Students at different levels practice in separate classes and may participate in Mixed Martial Arts (MMA) age-appropriate matches against other organizations.

**Graphic Design**

Graphic design is very important in today's society. It is displayed in nearly every aspect of our daily lives, from the printed page, commercials, groceries, clothing to book covers and more. Our Graphic Design class is headed by Daniella Nebel Cantu. Mrs. Cantu will teach students how to convert thoughts and ideas into

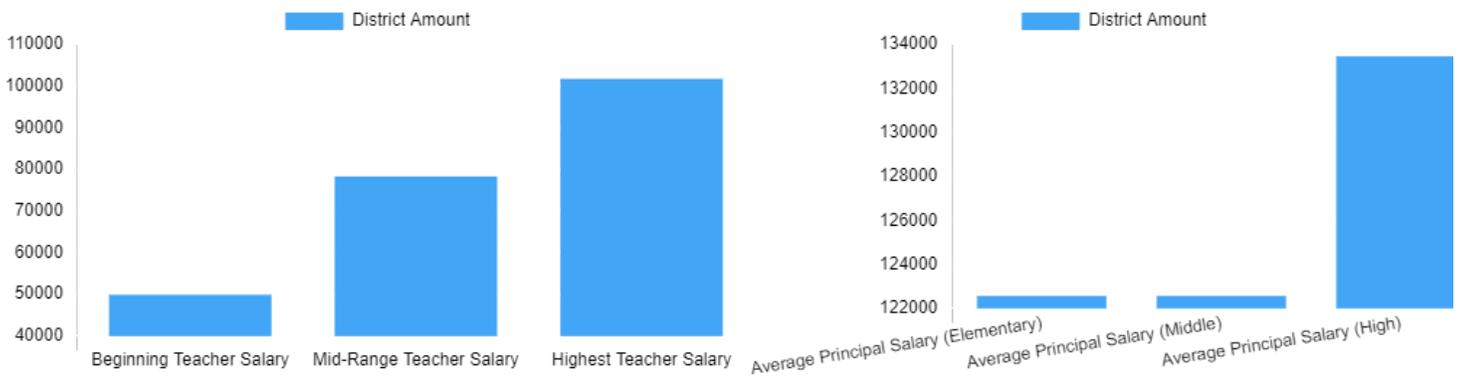
visual representations that communicate a specific message to the viewing audience. Students will learn page layout techniques, the concept of branding, how to utilize Adobe’s Illustrator software, symmetry and balance, repetition, flow, and how to use typography and pictures in design. Students will also learn of career-related opportunities. The class projects will produce student designs in labels, stickers, plaques, signs, and clothing in the year-end showcase.

Last updated: 2/1/22

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49923.00	\$50897.00
Mid-Range Teacher Salary	\$78321.00	\$78461.00
Highest Teacher Salary	\$101764.00	\$104322.00
Average Principal Salary (Elementary)	\$115729.00	\$131863.00
Average Principal Salary (Middle)	\$122569.00	\$137086.00
Average Principal Salary (High)	\$133464.00	--
Superintendent Salary	\$265200.00	\$297037.00
Percent of Budget for Teacher Salaries	31.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	14	14