

Richmond College Preparatory

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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
County-District-School (CDS) Code	07617960110973

2023-24 District Contact Information

District Name	Richmond College Preparatory
Phone Number	(510) 231-1100
Superintendent	Hurst, Kenneth C.
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

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

For the 2022-23 school year, our top four academic priorities will be the following:

1. TK-2nd Grade- Literacy: Phonics Instruction & Assessments

As a team, we will intentionally build a system that supports students in developing a strong foundation in phonics to prepare them better to understand grade-level material and content. Teachers will collect ongoing data to inform and differentiate instruction for our students.

2. 3-8th Grade-Math: Conceptual Understanding & Alignment to Standards

We will intentionally build a math program where there is alignment between standards, math concepts, and supplemental tools to facilitate teacher support and student learning.

3. Small Groups & Elevating the Role of our Instructional Aides

We are intentionally elevating the role of the Instructional Aides by providing professional development that focuses on small group instruction so that students' differentiated needs are met.

4. Strengthening professional development for teachers

We will allocate more funds and resources to provide our teachers with ongoing professional development. RCP leadership will provide coaching in addition to outside consultants.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	57
Grade 2	59
Grade 3	63
Grade 4	57
Grade 5	59
Grade 6	58
Grade 7	61
Grade 8	57
Total Enrollment	562

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
Asian	0.5%
Black or African American	18.1%
Hispanic or Latino	78.5%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	1.8%
White	0.2%
English Learners	43.6%
Homeless	0.4%
Socioeconomically Disadvantaged	79.7%
Students with Disabilities	8.7%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.60	61.53	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	2.70	14.68	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	21.53	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	0.40	2.11	26.30	1.87	18854.30	6.86
Total Teaching Positions	19.00	100.00	1403.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	56.25	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	5.00	31.25	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	12.50	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	0.00	0.00	91.20	5.99	15831.90	5.67
Total Teaching Positions	16.00	100.00	1522.80	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	2.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.5	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25	5

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

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

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

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts (TK):	Yes	0%
	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)		
Mathematics	Mathematics (TK - 8): Open-Up (year adopted 2022)	Yes	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)	Yes	0%
History-Social Science		Yes	0%
Health	Upper Elementary (5 - 8) Advocates for Youth (year adopted 2018)	Yes	0%

School Facility Conditions and Planned Improvements

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. Custodial staff promptly attends 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, including locked doors and monitored security gates with video supervision by our Charter Office staff, are in place.

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.

Facility improvements for the 2022-23 school year include:

1. Expansion of academic and extracurricular services with the addition of a portable classroom on the Charter campus.
2. Installation of two new HVAC units for the Transitional Kindergarten portable.
3. Replacement of cameras and intercom units on the South 11th Street gate and South 12th Street gate.
4. Receipt of a grant from the California Department of Education's School Nutrition Unit to enhance the Charter cafeteria with a sink, a meal warmer, a refrigerator, and picnic tables for outside.
5. Removal and installation of a new playground at the Maritime campus to create a safe and enjoyable environment for Preschool to 1st-grade students. The replaced playground had faithfully served RCP students for 16 years.

Year and month of the most recent FIT report

7/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repairs have been successfully completed across various locations. Below is a summary of the addressed issues: Girls restroom by cafeteria: 8) Repair the handicap stall door latch. 2) The fan is making a funny noise. Portable 4: 4) Repair the floor tiles. 2) Close the top of the a/c unit to eliminate pigeons from nesting inside.
Interior: Interior Surfaces			X	Repairs have been successfully completed across various locations. Below is a summary of the addressed issues: Cafeteria: 4) Repair the floor tiles. Portable 12: 4) Repair the floor tiles. Portable 19: 4) Repair the walls with Celotex. Repair the floor tiles. Portable 4: 4) Repair the floor tiles.

School Facility Conditions and Planned Improvements

			<p>Close the top of the A/C unit to eliminate pigeons from nesting inside.</p> <p>Site-wide: 4) Deliver 2' x 4' ceiling tiles to the maintenance worker; he will replace them in the portables.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>		X	<p>Repairs have been successfully addressed in the specified areas. Here is a summary of the completed repairs:</p> <p>Girls Restroom by Portable 3: 9) The faucet is loose. 7) Repair the hand dryer.</p> <p>Portable 3: 4) Repair the walls with celotex. 7) Install an electric plate at the wall plug facing the metal containers.</p> <p>Portable 6: 12) Repair the skirt at portable 6.8) There is evidence of a leak in the restroom. 7) Exposed exterior wires; replace the light or plug the box.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Repairs have been successfully addressed in the specified areas. Here is a summary of the completed repairs:</p> <p>Boys restroom by portable 3: 8) There is evidence of a leak.</p> <p>Girls restroom by cafeteria: 8) Repair the handicap stall door latch. 2) The fan is making a funny noise.</p> <p>Girls restroom by portable 3: 9) The faucet is loose. 7) Repair the hand dryer.</p> <p>Play grounds: 14) Paint the basketball pole yellow up to 6-ft. 9) The drinking fountain at the corner of the girls restroom by portable 3 is leaking from the trap.</p> <p>Portable 6: 12) Repair the skirt at portable 6. 8) There is evidence of a leak in the restroom. 7) Exposed exterior wires; replace the light or plug the box.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		

School Facility Conditions and Planned Improvements

<p>Structural: Structural Damage, Roofs</p>		X	<p>Repairs have been successfully addressed in the specified areas. Here is a summary of the completed repairs:</p> <p>Portable 1: 12) The exterior plywood needs to be painted to save the wood.</p> <p>Portable 15: 13) Repair the downspout in front by the ramp.</p> <p>Portable 18: 13) Repair the downspout at the back.</p> <p>Portable 6: 12) Repair the skirt at portable 6. 8) There is evidence of a leak in the restroom. 7) Exposed exterior wires; replace the light or plug the box.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>Repairs have been successfully addressed in the specified areas. Here is a summary of the completed repairs:</p> <p>Play grounds: 14) Paint the basketball pole yellow up to 6-ft. 9) The drinking fountain at the corner of the girls restroom by portable 3 is leaking from the trap.</p> <p>School Grounds: 14) Paint the cattle gate yellow at the entrance of the parking street between RCP and the main office building.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	46	32	32	47	46
Mathematics (grades 3-8 and 11)	37	38	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	348	346	99.43	0.57	45.95
Female	182	180	98.90	1.10	46.67
Male	166	166	100.00	0.00	45.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	63	62	98.41	1.59	33.87
Filipino	0	0	0	0	0
Hispanic or Latino	273	272	99.63	0.37	48.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	113	99.12	0.88	17.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	276	274	99.28	0.72	41.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	24.14

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	348	346	99.43	0.57	37.86
Female	182	180	98.90	1.10	32.78
Male	166	166	100.00	0.00	43.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	63	62	98.41	1.59	24.19
Filipino	0	0	0	0	0
Hispanic or Latino	273	272	99.63	0.37	40.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	113	99.12	0.88	15.93
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	276	274	99.28	0.72	34.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	20.69

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.82	15.32	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	111	99.11	0.89	15.32
Female	67	66	98.51	1.49	12.12
Male	45	45	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	19	19	100.00	0.00	15.79
Filipino	0	0	0	0	0
Hispanic or Latino	93	92	98.92	1.08	15.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	39	38	97.44	2.56	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	88	87	98.86	1.14	11.49
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.

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88	82	66	86	75
Grade 7	88	72	70	72	75

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

RCP presently employs a Family and Community Engagement Coordinator who can be reached at mtrejo@rcpschools.org or through www.rcpschools.org. This coordinator conducts regular bi-weekly or monthly parent meetings, organizes Family Nights, facilitates a bi-weekly African American Affinity Group named Melanin Mamas (Parent-Led), and hosts various events throughout the year to actively involve parents in school life. With the easing of the COVID pandemic, parents are allowed on campus for the 2023-24 school year, resulting in a combination of Zoom and in-person parent meetings.

The Coordinator places a high priority on the following:

- Engaging families through both Zoom and in-person sessions to ensure continuous participation in school activities, while actively seeking input and feedback on learning and enrichment programs.
- Encouraging parent involvement in key school committees such as the School Site Council (SSC), The Parent Coffee Club, English Learner Advisory Committee (ELAC), and various workshops and training sessions. These opportunities are designed to enhance parenting and advocacy skills, including support for their student(s) in core subjects. RCP provides support for understanding academic standards, technology usage, monitoring academic progress, and fostering the academic success of their children.
- Offering a diverse range of activities, including family nights (e.g., Literacy and Math Nights), SSC, ELAC, Friday parent meetings (Melanin Mamas), the Go Public Schools Workshop (a five-week training course), and two seven-week training courses tailored for parents — one focusing on parenting elementary school-age children, and the other on parenting teenagers.
- Actively engaging families to ensure the fulfillment of social-emotional needs, providing referrals for coordinated services, and organizing workshops to develop social-emotional skills that support their students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	589	580	151	26.0
Female	305	300	77	25.7
Male	284	280	74	26.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	107	107	64	59.8
Filipino	1	0	0	0.0
Hispanic or Latino	457	450	82	18.2
Native Hawaiian or Pacific Islander	6	5	1	20.0
Two or More Races	11	11	4	36.4
White	1	1	0	0.0
English Learners	254	252	36	14.3
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	480	475	122	25.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	54	13	24.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.80	4.07	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.07	0
Female	2.95	0
Male	5.28	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.54	0
Filipino	0	0
Hispanic or Latino	3.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.97	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.7	0

2023-24 School Safety Plan

The RCP School Safety Plan outlines appropriate responses for various emergency scenarios, encompassing fire, earthquake, and shelter-in-place situations. This comprehensive plan delineates the necessary steps to ensure the safety of both students and staff during emergencies. Key participants in the School Safety Plan include administrators, maintenance and operations staff, office staff, teachers, support staff, and local emergency response organizations such as the Richmond Fire Department and Richmond Police Department.

The School Safety Plan addresses health, safety, and risk responses, developed in consultation with insurance carriers and risk management consultants. RCP's Board of Directors, along with staff, parents, and students from the School Site Council, annually reviews and revises the plan. Key elements of the plan include:

- Compliance with Education Code Section 44237, requiring prospective employees to undergo a criminal background check as a condition of employment.
- Adherence to California Penal Code Section 11166, mandating reporting of known or suspected child abuse by child care custodians.
- Child abuse training for all RCP K-8 employees, as they are considered Mandated Reporters.
- Pre-employment physical examinations, including tuberculosis tests, for new employees.
- Thorough reference checks for new staff.
- Training for employees handling student food on best and safest practices.
- Provision of nutritious meals to students, including breakfast, lunch, and an afternoon snack.
- Regular fire, earthquake, and shelter-in-place drills with written instructions available to personnel.
- Training for staff, students, and volunteers in case of natural and human-made disasters.
- Strict guidelines for administering medication to students, including parent consent and medical professional recommendations.

2023-24 School Safety Plan

- Activation of appropriate medical response teams in case of emergencies, with staff trained in first aid, CPR, and handling blood-borne pathogens.
- Mandated vision, hearing, and scoliosis screening conducted by qualified practitioners.
- Ongoing efforts to fill the full-time school counselor position, with part-time occupational and speech therapists currently working on campus or virtually.
- Availability of emotional support training sessions and a Toolbox curriculum for students.
- Established policies and procedures for handling student injuries or illnesses, including written reports to parents.
- Secure storage of student and staff records.
- Locked classrooms and/or gated access with telephones and intercom systems.
- Online sexual harassment training for all staff at the beginning of each year.
- Enforcement of a drug, alcohol, and tobacco-free campus policy.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
K	29		3	
1	30		2	
2	30		2	
3	29		2	
4	31		2	
5	28		2	
6	29		9	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
K	24	1	2	
1	26		2	
2	29		2	
3	26		2	
4	27		2	
5	25		2	
6	27		2	
Other	11	1		

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
K	30	0	3	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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,027	\$4,545	\$10,482	\$75,754
District	N/A	N/A		\$77,994
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

RCP offers various programs and services to support and assist students:

Summer Learning Program:

Designed to combat learning loss from distance learning, this program focuses on ELA, Math remediation, and exploratory learning through hands-on projects. Aimed at every grade level, it supports 100 students or more daily from 9 am to 1 pm, providing lunch and afternoon enrichment activities.

Saturday School:

Supports students during the school year with an extra day of learning on Saturdays, reinforcing concepts taught during the week. Instructors also act as case managers, tracking students' progress and liaising with families for personalized engagement plans.

Mindful Life:

Partnering with MLP, RCP offers 1:1 check-ins, small-group sessions for students, parents, and teachers, whole-class and whole-school programs, and a small-group intervention program called Rise-Up, focusing on mindfulness practices.

Permaculture:

The permaculture garden is a "food forest" promoting nature-centered education, inspiring interest in natural sciences, gardening, and sustainability.

After-School Education and Safety (ASES):

Homework Help/Academic Support:

Daily one-hour standards-aligned Academic Support includes homework help, tutoring, and two hours of Enrichment. Remediation addresses individual needs in literacy, math, and science, while study and organizational skills are taught.

ASES Enrichment Classes (for 2nd-8th grade students):

- Music Production: Explores the music business, from song history to writing and performing.
- Game Design: Introduces coding/scripting, level design, and 3D modeling, promoting problem-solving and imagination.
- Makerspace: Teaches visual communication, sketch modeling, material studies, and graphic design using tools like Gravits and Adobe.
- Photography: Covers capturing moments, angles, lighting, and editing.
- Illustration/Graphic Design: Allows students to create, produce, and print logos and brands using Adobe.
- Woodshop: Teaches technical processes, safety practices, and vector-based graphics for design production.

These programs aim to enhance students' learning experiences and foster personal and academic growth.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	11