

Richmond College Preparatory School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

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

2024-25 District Contact Information

District Name	Richmond College Preparatory School
Phone Number	(510) 231-1100
Superintendent	Dr. Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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.

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

2024-25 School Description and Mission Statement

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 2024-2025 school year, our top four academic priorities will be the following:

1. Intentional and Aligned Instruction.

Daily lessons are internalized and aligned to the standard through the use of explanations, representations, tasks and questions. Teachers strategically share student solution methods and accurately address analytical thinking required by the grade-level standards.

2. Student Heavy Lifting and Productive Struggle.

Questions and tasks engage students to do the majority of the work, cultivate reasoning and productively struggle. Students persevere through difficulty. Students are prompted to explain and share their thinking.

3. Attendance.

All staff members emphasize the importance of attendance for all students. Attendance is tracked and routinely communicated to teachers and families. All staff utilize a problem solving approach increase attendance.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	24
Kindergarten	59
Grade 1	63
Grade 2	62
Grade 3	59
Grade 4	62
Grade 5	62
Grade 6	60
Grade 7	57
Grade 8	51
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	558

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.12
Male	45.90
Non-Binary	0
American Indian or Alaska Native	0
Asian	1.79
Black or African American	13.97
Filipino	0
Hispanic or Latino	80.64
Native Hawaiian or Pacific Islander	0.71
Two or More Races	3.22
White	0.2
English Learners	40.9
Foster Youth	0
Homeless	0.2
Migrant	3.0
Socioeconomically Disadvantaged	88.8
Students with Disabilities	10.7

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	56.25	1081.70	75.48	231142.40	83.24
Intern Credential Holders Properly Assigned	6.00	37.50	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.00	6.25	94.30	6.58	14303.80	5.15
Total Teaching Positions	16.00	100.00	1433.20	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	4.00	2.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.00	2.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.50	10	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.00	5	5.2

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

2024-25 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): 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)	Yes	0%
Mathematics	Mathematics (TK) Teaching Strategies (year adopted 2023) Mathematics (K - 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)	Yes	0%

	BSA! Integrated Text & Notebook 1 & 2 (year adopted 2022)		
History-Social Science	Teacher Created	Yes	0%
Health	Upper Elementary (5 - 8) Advocates for Youth (year adopted 2018)	Yes	0%
Visual and Performing Arts	Teacher Created		

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

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 needed. Custodial staff promptly attend to grounds maintenance needs, while administrators conduct quarterly facility walkthroughs to assess cleanliness and safety, collaborating with the Richmond Fire Department and County Health Department. Security measures are in place, including locked doors and monitored security gates with video supervision by our Charter Office staff.

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

Year and month of the most recent FIT report

7/01/2024

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	54	32	33	46	47
Mathematics (grades 3-8 and 11)	38	50	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	353	99.72	0.28	53.69
Female	183	182	99.45	0.55	57.14
Male	171	171	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	55	55	100.00	0.00	45.45
Filipino	0	0	0	0	0
Hispanic or Latino	284	283	99.65	0.35	53.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	113	99.12	0.88	24.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	240	99.59	0.41	49.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	20.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	352	99.44	0.56	50.00
Female	183	182	99.45	0.55	46.70
Male	171	170	99.42	0.58	53.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	55	53	96.36	3.64	39.62
Filipino	0	0	0	0	0
Hispanic or Latino	284	284	100.00	0.00	50.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	114	100.00	0.00	29.82
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	240	99.59	0.41	47.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	21.95

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.32	28.57	20.56	20.89	30.29	30.73

2023-24 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	114	112	98.25	1.75	28.57
Female	59	58	98.31	1.69	31.03
Male	55	54	98.18	1.82	25.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	14	93.33	6.67	21.43
Filipino	0	0	0	0	0
Hispanic or Latino	90	89	98.89	1.11	25.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	27	96.43	3.57	3.70
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	77	97.47	2.53	28.57
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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.35	92	98	92	92
Grade 7	97	97	86	86	86
Grade 9	0	0	0	0	0

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.

2024-25 Opportunities for Parental Involvement

Richmond College Prep (RCP) employs a dedicated Family and Community Engagement Facilitator to strengthen parent and family engagement in school life. This Facilitator, along with the directors, is leading efforts to ensure families have opportunities to meaningfully contribute to the school community and decision-making processes. These efforts include organizing regular meetings, workshops, and events to foster collaboration between parents, staff, and school leadership.

Key highlights of parental involvement initiatives:

1. Regular parent meetings:

Monthly engagement and coffee club meetings allow parents to stay informed and share feedback about school priorities, academic programs, and enrichment activities.

2. Other diverse engagement opportunities:

Parents are invited to participate in committees, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and the traffic committee, as well as regular workshops and training.

3. Specialized programs include:

Melanin Families, an African American affinity group, focuses on community-building and advocacy for African American families.

Parent training courses, currently, a 12-week Lit for Literacy program for parenting elementary students to build literacy skills.

4. Family-centered events:

Annual events like Family Literacy Night and Math Night, Black History Month celebrations, Fall Festival, winter student performances, class parties, and parent/teacher conferences foster cultural appreciation and academic engagement while building a strong school community.

2024-25 Opportunities for Parental Involvement

5. Technology support:

Workshops train parents to use online tools to monitor student progress, access digital learning resources, and support technology-based homework.

6. RCP prioritizes the social-emotional well-being of families by:

Offering workshops to help parents develop resilience and emotional intelligence in children.

Providing referrals to community organizations for housing, health, and mental health services.

Have Social-Emotional Learning (SEL)-focused activities during parent meetings that equip families to support students' emotional and academic growth.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	567	95	16.8
Female	303	299	57	19.1
Male	274	268	38	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	88	86	37	43.0
Filipino	--	--	--	--
Hispanic or Latino	454	447	49	11.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	8	50.0
White	--	--	--	--
English Learners	243	241	21	8.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	480	475	77	16.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	66	10	15.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.8	4.07	3.12	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.12	0.00
Female	0.99	0.00
Male	5.47	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.76	0.00
White	0.00	0.00
English Learners	1.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.03	0.00

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

2024-25 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
- Best and safest practices training for employees handling student food
- 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

2024-25 School Safety Plan

- Strict guidelines for administering medication to students, including parent consent and medical professional recommendations
- 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.

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
TK	0	0	1	0
K	24	0	2	0
1	26	0	2	0
2	29	0	2	0
3	26	0	2	0
4	27	0	2	0
5	25	0	2	0
6	27	0	2	0
Other	0	0	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2023-24 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

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$19,056	\$5,738	\$13,317	\$78,785
District	N/A	N/A		\$84,356
Percent Difference - School Site and District	N/A	N/A		-6.8
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	21.1	-18.3

Fiscal Year 2023-24 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 8:30 am to 12:00 pm, providing lunch and afternoon enrichment activities.

Saturday School:

Provides students with additional learning opportunities on Saturdays throughout the school year, reinforcing key concepts for the SBAC and MAP tests. Instructors also serve as case managers, monitoring student progress and collaborating with families to create personalized engagement plans.

Mindful Life Program (MLP):

Partnering with MLP for mindfulness practices, RCP offers 1:1 check-ins, small-group sessions for students, parents, and

Fiscal Year 2023-24 Types of Services Funded

teachers, whole-class and whole-school programs, and a small-group intervention program called Rise-Up.

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 Adobe
- Photography: covers capturing moments, angles, lighting, and editing
- Illustration/Graphic Design: allows students to create, produce, and print logos and brands using Adobe

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	14	11	16