Richmond High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Vision
To create an environment where students participate in both innovative classes and extra-curricular activities, that support the growth of critical thinking in order to prepare them for College, Career, and Citizenship.

Mission
The mission of Richmond High School is to provide a student-centered education, stressing high expectations, and addressing the physical as well as the social-emotional needs of all students.

Expected School-Wide Learning Results (ESLR'S)

All RHS graduates will be prepared for College, Career, and Citizenship
College:
- Master effective study habits
- Complete rigorous A-G course-work
- Read, watch, and listen critically
- Speak and write effectively using feedback to improve communications
- Recognize diverse points of view in various mediums

Career:
- Master effective work habits
- Set and follow long-term goals
- Manage conflict and stress
- Work effectively in diverse groups

Citizenship
- Behave with respect toward self, peers, and others from all cultures and backgrounds.
- Understand how food, exercise, safety, and choices affects one's self and community
- Advocate for the success for self, family and community

ILT Mission
The mission of the ILT is to provide teachers with effective collaboration so that they can create both academic and social-emotionally productive learning environments to prepare students for college, career, and citizenship.

School-Wide Goals
RHS is committed to preparing students for College, Career, and Citizenship

College & Career Citizenship
*We will improve the number of students meeting the A-G requirements – including students in Special Ed and Algebra 1

*We will improve student ability to express analytical thought through writing and discourse in all content areas.

*We will improve the Cahsee pass rates of students and sub-groups

*We will improve the number of students who are on time to all classes.

*We will improve the cleanliness of the campus

*We will increase the number of ninth graders earning 55 credits in their freshman year.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	368
Grade 10	378
Grade 11	363
Grade 12	382
Total Enrollment	1,491

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.1
Asian	4.0
Filipino	2.3
Hispanic or Latino	85.4
Native Hawaiian or Pacific Islander	0.9
White	1.5
Two or More Races	0.1
Socioeconomically Disadvantaged	93.2
English Learners	41.0
Students with Disabilities	10.9

A. Conditions of Learning

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.47	1.53
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: KeyStone & WRITE Intervention: READ 180.	Yes	0%
Mathematics	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	21	20	20	41	43	42	54	56	55
Mathematics	5	3	2	37	38	38	49	50	50
History-Social Science	24	21	17	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number

School Site Council (SSC): The role of the SSC is to give parents, faculty, students, and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school must have a School Site Council composed of three parents or community members, the principal, four classroom teachers, three students, and

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.5	11.9	9.9	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.2	0.0	0.0	0.2	0.0				

D. Other SARC Information

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	744
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.30	---
Social Worker		---
Nurse		---

SCE
- community worker
- after school tutoring

ARRA
- computer technician

Sp Ed, IDEA Basic Local Entit 1

Special Ed-E

Economic Impact Aid
- EL resource teacher
- bilingual graduate tutor
- conferences
- study trips

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	3	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science	3	---
Social Science	4	---
All courses	12	0.4

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Richmond High School
Professional Development Calendar
2014-2015

PD lay-out and design –

Faculty meetings are the first Monday of every month. These meetings are to discuss, problem solve, and learn about the systems and operations of the school. This year, much of the faculty meeting time will be spent working on our WASC updates and assessing the progress that we've made since the last WASC visits.

Collaboration is every Wednesday. Collaboration is designed to look in depth at the teaching and learning on campus. This includes whole staff professional development and team planning time in both SLC's and departments. Every month there will be at least one whole staff professional development, two collaboration sessions in departments, and one collaboration session in SLC's. SLC's meet once a week on their prep-periods in addition to the monthly after school meetings.

The focus of the PD/Collaboration was determined by the school's focus goals and staff request in the 2013