

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

Address:	3040 Hilltop Mall Rd. Richmond, CA , 94806-1920	Principal:	Tatiana Lim, Administrator
Phone:	(510) 464-1696	Grade Span:	6-12

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

Tatiana Lim, Administrator

Principal, Aspire Richmond Ca. College Preparatory Academy

About Our School

Aspire Richmond California College Preparatory Academy is dedicated to preparing all of our students for college success. Everything about Aspire Richmond California College Preparatory Academy from the college flags in our hallway to our data-driven rigorous instruction — is designed to put our students on the road to a four-year degree. Helping our students realize the college dream is a challenge that requires the hard work of every member of our school family: our students love learning and achieve amazing results; our staff is the hardest-working group of professionals in the business; our parents and families are involved in supporting every aspect of our college-going culture; and our community partners, volunteers and supporters enable us to meet the unique needs of our students and our community.

Contact

Aspire Richmond Ca. College Preparatory Academy
3040 Hilltop Mall Rd.
Richmond, CA 94806-1920

Phone: (510) 464-1696

Email: data-contact@aspirepublicschools.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	West Contra Costa Unified
Phone Number	(510) 231-1100
Superintendent	Hurst, Kenneth C.
Email Address	chris.hurst@wccusd.net
Website	www.wccusd.net

School Contact Information (School Year 2020—2021)

School Name	Aspire Richmond Ca. College Preparatory Academy
Street	3040 Hilltop Mall Rd.
City, State, Zip	Richmond, CA , 94806-1920
Phone Number	(510) 464-1696
Principal	Tatiana Lim, Administrator
Email Address	data-contact@aspirepublicschools.org
Website	http://www.aspirepublicschools.org
County-District-School (CDS) Code	07617960132100

Last updated: 1/14/22

School Description and Mission Statement (School Year 2020—2021)

Richmond Cal Prep is a community in which all members exercise critical consciousness, voice, agency, and leadership to solve the challenges our communities face. We live our core values (community, curiosity, equity, empathy, growth mindset, and integrity) as a means of creating more just and equitable communities for the generations to come.

Vision: Education for Liberation

Mission: In order to ensure all learners at Richmond Cal Prep have the skills to thrive, we:

live our core values as a means to create more just and equitable communities for generations to come,
 exercise our core competencies to solve the challenges our communities face,
 ground educational practices in our core pedagogies as we seek to understand and transform the world,
 practice the four agreements as we humxnize one another in the process of lifelong learning.

Core values: We wish to live, promote, and celebrate our school core values at Cal Prep.

Community: We organize ourselves in the spirit of collaboration and care for one another. To thrive, we work in solidarity and as one. In Lak'ech: You are my other me. Tu eres mi otro yo.

Curiosity: Our ability to learn and grow within society is dependent on our curiosity about other possibilities and perspectives outside our own. To thrive we constantly learn new academic knowledge, develop our social-emotional intelligence, and develop our critical consciousness. Our questions are as important as the answers. • Empathy: Our actions with one another are directly related to our ability to bridge our understanding and share the feelings of others. We are compassionate and understanding.

Equity: Our actions and beliefs interrupt and dismantle root causes of systems of oppression at interpersonal, institutional, and internalized levels (racism, sexism, classism, homophobia, age-ism, able-ism, etc). All members of our community thrive.

Growth Mindset: We learn and grow so that we become better people for ourselves and our community. To hold a growth mindset in a results-driven world, we keep a sacred learning space for us all. To grow, we learn. • Integrity: Our actions and words are honest, humanizing, and ethical. We are what we do when no one is looking.

Core Competencies: We measure and support the development of the following core competencies that we believe are integral to our community achieving our mission and vision at Cal Prep.

Critical consciousness is our sociopolitical understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.

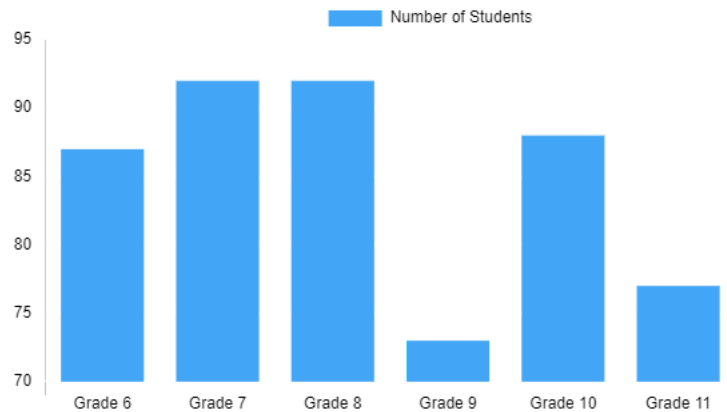
Voice is our ability to communicate our thoughts and opinions with self-confidence and authenticity. Agency is our capacity to act on our current condition

Leadership is our ability to share with, learn from, and guide others

Last updated: 1/7/22

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

Grade Level	Number of Students
Grade 6	87
Grade 7	92
Grade 8	92
Grade 9	73
Grade 10	88
Grade 11	77
Grade 12	71
Total Enrollment	580



Last updated: 1/14/22

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

Student Group	Student Group
Black or African American	10.20%
American Indian or Alaska Native	0.30%
Asian	6.20%
Filipino	2.60%
Hispanic or Latino	75.90%
Native Hawaiian or Pacific Islander	0.00%
White	1.00%
Two or More Races	0.50%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	78.10%
English Learners	16.90%
Students with Disabilities	15.00%
Foster Youth	0.00%
Homeless	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-12: EngageNY	Yes	0%
Mathematics	6-8: Eureka Math, 2017 9-11: Core Plus, 2018	Yes	0%
Science	9: BSCS MBER Biology, 2020 10: Holt Physics, 2015 12: Living by Chemistry, 2014	Yes	0%
History-Social Science	6-12: combined resources from TCI, Stanford's Reading Like a Historian The DBQ Project, and Facing History and Ourselves	Yes	0%
Foreign Language	Middlebury Interactive Languages (Spanish)		0%
Health			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: 1/10/22

School Facility Conditions and Planned Improvements

Restrooms and Fire life safety (FLS) are severely deficient, and would need significant replacement to be code-compliant.

Last updated: 1/7/22

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: December 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 1/7/22

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

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

Last updated: 1/14/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	68	19.83	80.17	51.47
Male	175	39	22.29	77.71	51.28
Female	168	29	17.26	82.74	51.72
Black or African American	34	8	23.53	76.47	--
American Indian or Alaska Native	0	0	0	0	0
Asian	19	7	36.84	63.16	--
Filipino	--	--	--	--	--
Hispanic or Latino	264	51	19.32	80.68	52.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	16	1	6.25	93.75	--
Socioeconomically Disadvantaged	262	47	17.94	82.06	51.06
English Learners	55	2	3.64	96.36	--
Students with Disabilities	55	8	14.55	85.45	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	70	20.41	79.59	8.57
Male	175	41	23.43	76.57	12.20
Female	168	29	17.26	82.74	3.45
Black or African American	34	8	23.53	76.47	--
American Indian or Alaska Native	0	0	0	0	0
Asian	19	7	36.84	63.16	--
Filipino	--	--	--	--	--
Hispanic or Latino	264	53	20.08	79.92	9.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	16	1	6.25	93.75	--
Socioeconomically Disadvantaged	262	49	18.70	81.30	6.12
English Learners	55	2	3.64	96.36	--
Students with Disabilities	55	8	14.55	85.45	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	22.39	N/A	8.00	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/14/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	67	41.36	58.64	22.39
Male	75	31	41.33	58.67	19.35
Female	87	36	41.38	58.62	25.00
Black or African American	12	7	58.33	41.67	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	50	39.06	60.94	22.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	132	52	39.39	60.61	23.08
English Learners	21	7	33.33	66.67	--
Students with Disabilities	21	10	47.62	52.38	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

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

RCAL does not offer career technical education programs.

Last updated: 1/14/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/14/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/14/22

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	--	--	--
9	--	--	--

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

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)

This is Aspire's Guarantee to Parents:

At any Aspire campus, parents can expect:

- A demonstrated improvement in their child's academic performance;
- An open invitation to attend their child's classes;
- Easy, open communication with their child's teacher
- The opportunity to rate the performance of teachers and the school annually; and
- Eligibility to serve on the school's governing body, the Advisory School Council.

The School recognizes that children learn best when parents are engaged in their education. To help parents and

guardians become great coaches for their children, and to invite parent participation in all aspects of school life, the School features:

- Special Saturday classes: Scheduled at the beginning of the year, these three mandatory half-day sessions allow parents to attend school with their children.
- Participation in school decision-making: Aspire includes parent representatives on the Advisory School Council and parent participation on the school's Teacher Hiring Committee.
- Opportunities to evaluate the School and its staff: Each spring, parents are asked to complete a survey evaluating the School, the principal, and their child's teachers. The survey results are reviewed by the School staff as well as Aspire's Home Office and are a factor in personnel decisions such as merit raises.
- Regular communication about student learning and behavior: parents, students, and teachers meet at least twice a year during Family Conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations. In addition, the School tries to create ways for families to invest some time in volunteer service each year. The School provides a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending ASC meetings, serving on parent committees, fundraising, and communicating with other parents.

Advisory School Council

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School has a recently-formed Advisory School Council ("ASC"), which meets occasionally as needed, and consists of teachers, parents, and the School Principal. The School's ASC is intended to assist in developing School policies, engaging the community, and fulfilling certain compliance requirements related to state and federal funding. The ASC may make recommendations about issues related to the School and participate in reviewing parental and community concerns. If necessary, the principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Families interested in participating or learning more about our parent involvement opportunities can contact our school's main office at (510)646-1696 for additional information.

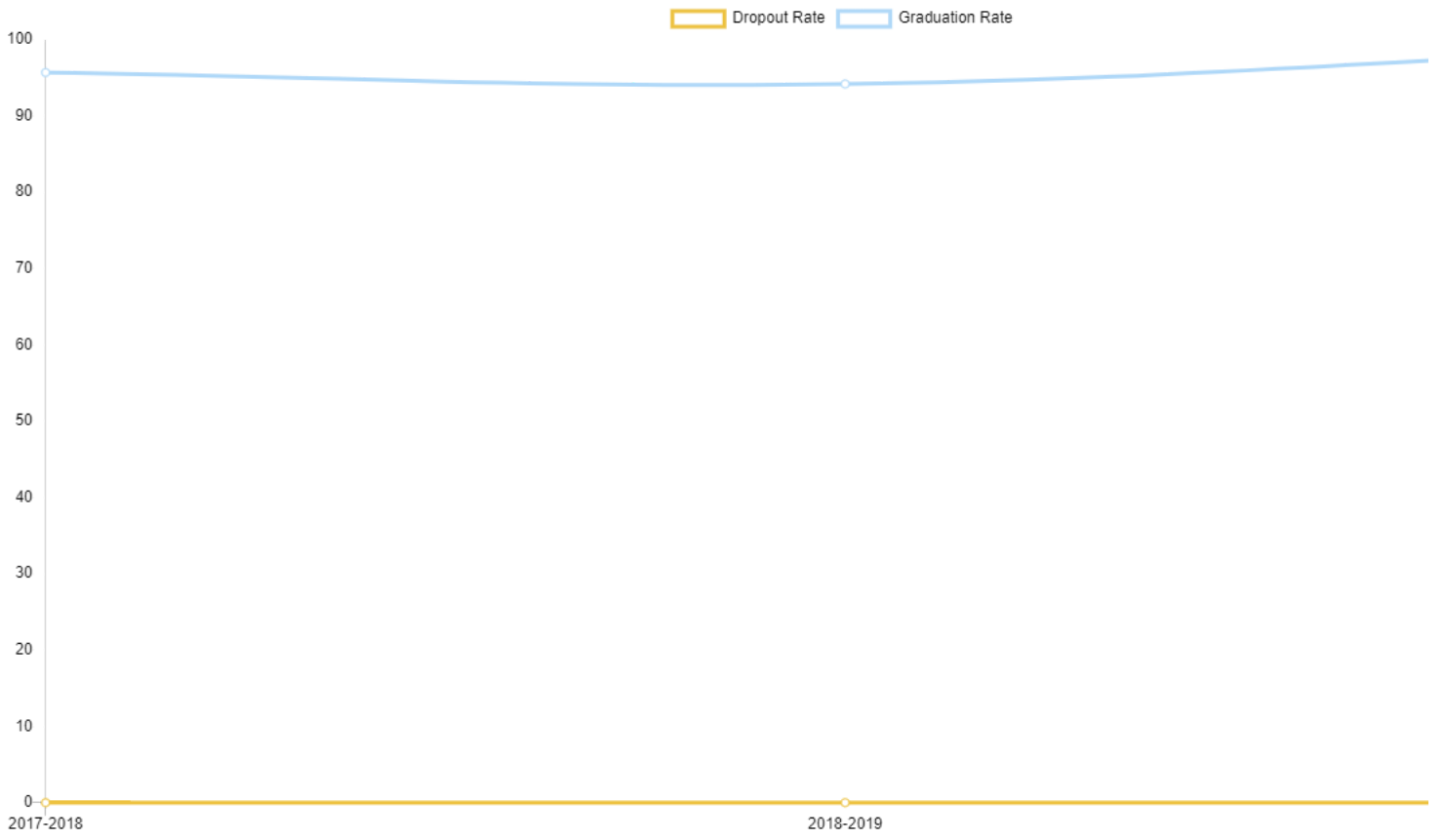
State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	0.00%	0.00%	0.00%	7.80%	6.30%	5.80%	9.00%	8.90%	9.40%
Graduation Rate	95.70%	94.20%	98.60%	83.60%	80.30%	84.10%	84.50%	84.20%	83.60%



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 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	7.09%	4.01%	5.56%	3.45%	3.47%	2.45%
Expulsions	0.71%	0.00%	0.02%	0.06%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.01%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/14/22

School Safety Plan (School Year 2021-2022)

It is the policy of Aspire Public Schools ("Aspire") to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program ("IIP Program") to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices.

ASSIGNMENT OF RESPONSIBILITY

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at the school site. Aspire Office Managers are responsible for the record-keeping and coordination of the safety training programs at their school site.

Employees - It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

DISASTER PLANS

Disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lockdown/shooting incidents, bomb threats, explosions, and intruders

Last updated: 1/7/22

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				
1				
2				
3				
4				
5				
6	23.00	10	13	
Other**				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				
1				
2				
3				
4				
5				
6	23.00	9	15	
Other**				

* 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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	24.00	7	12	
Other**				

* 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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	16	24	
Math	25.00	3	13	
Science	26.00	2	14	1
Social Science	23.00	4	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	8	18	
Math	21.00	9	12	
Science	27.00	1	15	
Social Science	24.00	2	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	4	13	
Math	25.00	4	13	
Science	30.00	1	14	1
Social Science	28.00		12	

Last updated: 1/14/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Pupils to Academic Counselor*	290.0

Last updated: 1/14/22

* 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)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	2.10

Last updated: 1/14/22

* 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	\$13743.00	\$3818.00	\$9926.00	\$67809.00
District	N/A	N/A	--	\$76460.00
Percent Difference – School Site and District	N/A	N/A	--	-2.90%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	4.00%	-5.50%

Last updated: 1/14/22

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

Types of Services Funded (Fiscal Year 2020–2021)

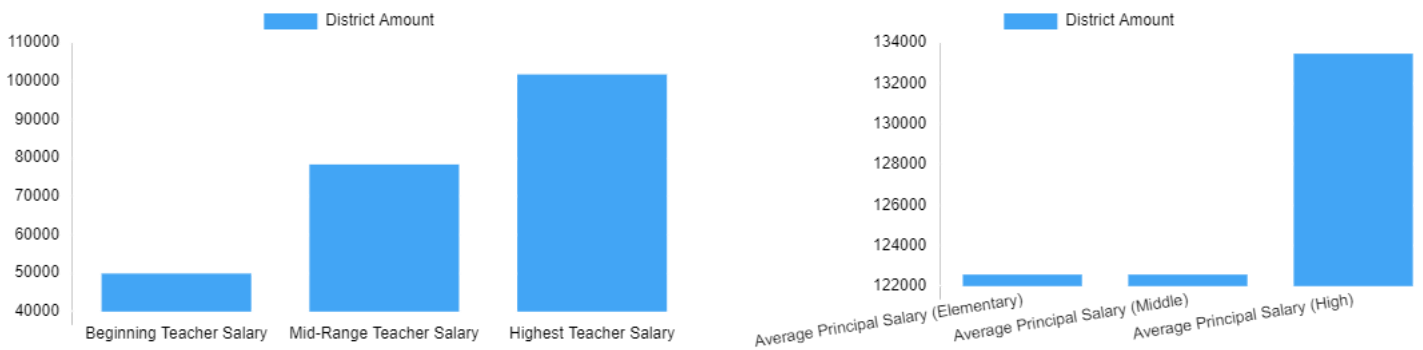
At Richmond Cal Prep, we prioritize supporting the whole child in cultivating college readiness. We partner with UC Berkeley and the Chamberlin Family Foundation to fund a Destination College Academic Counseling Advisor. We partner with the Mindful Life Project to fund a Mindfulness Educator that supports all levels of our Multi-Tiered System of Supports. Our Expanded Learning Program is also partially funded by the After School Education and Safety (ASES) Grant.

Last updated: 1/7/22

Teacher and Administrative Salaries (Fiscal Year 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:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 18.50%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	3.00%

Last updated: 1/14/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	46	49	52