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2008-09 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met

2009 Growth

Academic Performance Index (API) Report

 California Department of Education
 Academic Accountability and Awards Division
 2/18/2011

School: Richmond High
 LEA: West Contra Costa Unified
 County: Contra Costa
 CDS Code: 07-61796-0735902
 School Type: High

2009 Growth API Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
1119	608	547	13	61	Yes	Yes	Yes

Similar Schools Report

Similar Schools

Median API

2009 Growth	2008 Base
603	588

Click on the median value heading to link to the list of 2008 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2008 Base API Report.

Subgroups

	Number of Students Included in 2009 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	
Asian American (not of Hispanic origin)	103	Yes	559	452	17	107	Yes
American Indian or Alaska Native	0	No					
Asian	83	No					
Filipino	12	No					
Hispanic or Latino	883	Yes	604	548	13	56	Yes
Pacific Islander	6	No					
Other (not of Hispanic origin)	10	No					

08-09
Growth

Socioeconomically Disadvantaged	989	Yes	607	545	13	62	Yes
English Learners	796	Yes	589	530	14	59	Yes
Students with Disabilities	115	Yes	507	438	18	69	Yes

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2008 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2008 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Office of the Associate Superintendent, Secondary Operations

1108 Bissell Avenue
Richmond, CA 94801-3135
Telephone (510) 231-1160

November 30, 2007

To Whom It May Concern:

It is my pleasure to write a letter of recommendation for Dr. Orlando Ramos for an administrative position in your district. I have known Orlando for approximately 2 years. During that time I was in the position of Associate Superintendent, Secondary Operations, and served as his immediate supervisor. In the position of high school principal of Richmond High School, Orlando united his staff and significantly increased the achievement of the students in Richmond High School.

What is most outstanding about his efforts are the fact that the increase in student achievement impacted students of all socio-economic backgrounds and race. He did this by building a team focused on improving student achievement for all students. Numerous protocols and support systems were put in place to ensure equity for all students, quality professional development in such areas as differentiated instruction and student intervention. Teachers were held to high standards, and as an outcome the classroom rigor was increased for all students.

Orlando has great bilingual people skills which is an asset to the work we do in schools. It takes a skilled educator to pull a staff together, to empower students, and reach out and involve parents of all students in the school. Richmond is known for high parent involvement but it was crucial that all families be engaged in improving student achievement. It was difficult to move an urban comprehensive high school to the next level but he held resolute to his goals. Not only did he increase the academic achievement of the school, he understood the connection between student attendance and achievement and ensured that Richmond High School was at the top in both significant areas.

Orlando is extremely articulate, yet possesses a talent for engaging people at all educational levels and backgrounds. He has extensive expertise in working with English Learners and used that knowledge base well within Richmond and throughout the district.

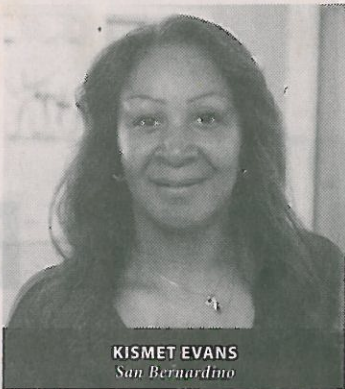
Even though I served in the role of Orlando's supervisor, I enjoyed simply dialoging with him about instruction and the needs of children in general. In those informal conversations we often were able to touch on areas that would result in change in district practice. It is great when the person you supervise has a broad perspective and deep understanding of education; and of our collective responsibility to educate all students, to raise the bar for the lowest performing as well as the highest performing students.

It is without reservation that I recommend Dr. Ramos for an administrative position in your district. Please feel free to contact me for follow-up.

Sincerely,

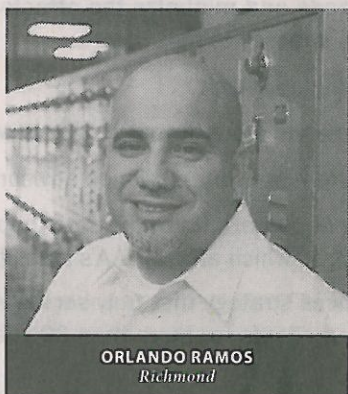


Wendell C. Greer, Jr.



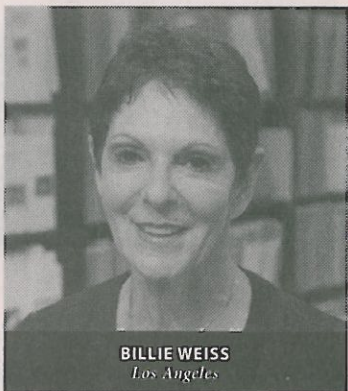
KISMET EVANS
San Bernardino

"For those of us in this field, if we are able to look up and get up, to suit-up and show up, then it's worth it. These kids need us and they're waiting for us to give them what they've been missing."



ORLANDO RAMOS
Richmond

"I'm a big advocate of violence prevention through academics. The more you engage students and the more needs you address in the school building, the fewer problems you'll have out in the streets."



BILLIE WEISS
Los Angeles

"Gun violence in Los Angeles County kills more young people under the age of 35 than anything else, including AIDS, cancer, heart disease, or motor vehicles. It is the leading epidemic of our time and it impacts every segment of the health community."

Violence is preventable.

2008 California Peace Prize Award

The California Wellness Foundation is proud to recognize its 2008 California Peace Prize honorees. In honor of their commitment to prevent violence and promote peace in their communities, each receives a \$25,000 cash award.

These individuals work throughout the state to prevent violence against youth. Each has offered practical, proven strategies that support healthy communities and prevent violence.

The California Wellness Foundation recognizes these leaders for their achievements in making California a healthier and safer place to live. To learn more about the Foundation and its 2008 California Peace Prize honorees, visit www.tcdf.org.



The 
California Wellness Foundation

Grantmaking for a Healthier California

WEDNESDAY, NOVEMBER 19, 2008

Local • Bay Area

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Contra Costa

THE TIMES



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

1108 Bissell Avenue
Richmond, CA 94801-3135

Bruce Harter, Ph.D.
Superintendent

Telephone: (510) 231-1101
FAX: (510) 236-6784

April 12, 2007

Mr. Dan Gonzales, Staff Services Manager
Division of Professional Practices
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814-4213

Re: Orlando Ramos

Orlando Ramos has been principal at Richmond High School since August 2006. But in the short time he's been at the school, he's led a remarkable transition and series of improvements.

First, he's led the effort to improve the climate and environment of the school. Before I became superintendent in July 2006, I visited Richmond High in April. Students were not in class during regularly scheduled learning time. Students in class were not engaged in learning activities. I've visited Richmond High more than a dozen times this year, and the change is indeed remarkable. The faculty has rallied behind Mr. Ramos and now students are in class and they are engaged.

After the first quarter of the year, Mr. Ramos led his faculty in implementing sustained silent reading to improve reading comprehension. He used grant funds to purchase high interest and culturally sensitive books for his students and even held a book fair – the first I've ever seen at a high school. I'm confident that the learning measures will show substantial improvement.

Mr. Ramos has also connected with the community and brought in community support and sources in ways that are also exemplary. Establishing a partnership with the 100 Black Men organization, Mr. Ramos was able to bring tutors and mentors for African American students at RHS. He's also led a community effort to make home visits to invite families to come to school and get the help that their children need.

With a focus on a safe environment and creating community partnerships, Richmond is definitely on the way to significant improvements in student learning. Mr. Ramos is leading that charge and we, in WCCUSD, need him to stay at Richmond for at least the next three years.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Bruce Harter".

Bruce Harter
Superintendent

BH:dh

cc: ✓Orlando Ramos, Principal
Wendell Greer, Regional Superintendent

United States Senate

HART SENATE OFFICE BUILDING
SUITE 112
WASHINGTON, DC 20510-0505
(202) 224-3553
<http://boxer.senate.gov/contact>

April 10, 2009

Orlando Ramos
c/o Gary Yates
The California Wellness Foundation
575 Market Street, Suite 1850
San Francisco, CA 94105

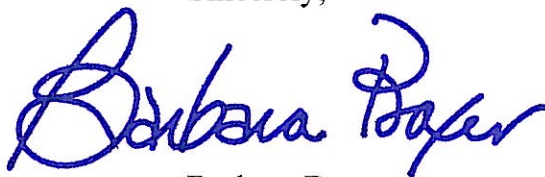
Dear Mr. Ramos:

Please accept my most sincere congratulations on recently receiving the California Wellness Foundation's 2008 California Peace Prize. I know you have earned this honor through much hard work and dedication to your community.

I am pleased to have this opportunity to join your family, colleagues, and friends in offering my congratulations. This honor highlights your fifteen years of hard work and strong commitment to improving and enriching the lives of at-risk youth. I applaud your passion for excellence in education, your commitment to quality teaching, and your dedication to your school and community. The success of your innovative and inspiring work is seen in the bright futures of your students.

Again, congratulations on this recent distinction, and thank you for your outstanding work.

Sincerely,



Barbara Boxer
United States Senator

BB:mah

Promoting peace between Sureños y Norteños

28 February 2009

Visión Hispana



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Orlando Ramos never dreamed that one day he would become a school principal. "I had the honor of getting kicked out of schools in two different states: New York and Texas," he said with a wide smile and an unmistakable New York accent. "I was bored, extremely bored. I remember sitting

there and thinking to myself, what on earth does this have to do with real life?"

Ramos, 44, finally dropped out of school altogether in the 10th grade and spent the next year living out of his car.

It was the powerful words and deeds of a teacher who helped changed his life. "[He] knocked on my door and said, 'Dude, you need to get out of here.' And sure enough, he found me a GED program. I passed [it] with flying colors, went on to college, and here I am today."

Ramos became the principal of Lee Mathson Middle School in San Jose last year. Much of his 15-year career as a teacher, dean of security, and now principal, has been about using his communication skills, educator's passion and personal experiences to engage those students who are as bored and disillusioned as he once was.

Ramos has gained a reputation for being able to nurture trust with gang members in some of the nation's toughest schools, from Walton High School in the Bronx, N.Y., to Richmond High in Richmond, Calif., where he was recently awarded the California Wellness Foundation Peace Prize for his work.

At Richmond, one of his major successes was significantly decreasing the violence and gang-related incidents at the school. He did this by instituting an elective class for 30 gang members that was woven into the regular school day. The class focuses on teaching students life skills such as anger management, personal finances, and job skills such as resume writing. The students are asked to sign a peace treaty and agree to keep the campus a neutral zone, where no one should walk in fear.

"What I've learned is, it's about the power of relationships. If you just say, 'We have this program, come on in,' it won't work. The kids really need to know that you are on their side and that you care about them."

So this year, his focus is on building those relationships, to create a foundation for this class. He has regular, informal meetings with gang-affiliated students, where they have long conversations about what is going on in their lives.

Sitting in the school office, waiting for one of her regular talks with the principal is a 7th grade student who is a leader of the Sureños gang in the middle school. She started in gangs, she says, in the 3rd grade.

"It was just a thing I seen in my neighborhood. I seen everybody doing it so I wanted to do it too," she said.

San Jose, while not a high crime community like Richmond, has a deeply entrenched gang history, particularly on the South side and East side, where the school is located.

Dominated by the Norteños starting in the 1970s, these areas have become majority "Sureño" neighborhoods in recent years, made up largely of Spanish-speaking immigrant youth.

Ramos says his job is not to encourage kids to leave their gangs, but to help them imagine other options. "Once you begin to realize that [gangs are] about banding together for safety and love, you begin to realize that you can engage kids who are in gangs by showing them there are other paths where they can [find this]," he said.

The seventh-grade student regularly fights other girls and encourages the girls who follow her to do the same. She has been a lead participant in a number of school rumbles, Ramos says, and is easily angered when she perceives she is being disrespected.

"These kids are leaders, we forget that," he said. "They are leading for the wrong reasons, definitely, but it's up to us to push them in the right direction."

"I would say that nine out of 10 times, when I'm dealing with these gang leaders, if I can get them to improve their academics, the number of incidents just drops. It just happens, when the kids realize, 'I can do this,'" he said. "She likes writing poetry, so I'm going to work on getting her involved in the student newspaper."

For now, she is still not convinced that peace between gangs can ever happen on campus, although she agrees that peace would be a good thing. "Sureños really hate Norteños, and the Norteños really hate the Sureños," she told him.

"That's the challenge of leadership," Ramos said.

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