



P.O. Box 2814 Richmond, CA 94802  
 510-232-4004 F 510-232-4023  
<http://rcpschools.org>

**Richmond College Prep (RCP) Board Meeting Minutes  
 Thursday, October 25, 2018  
 1014 Florida Avenue, Richmond CA 94804**

**Board Members Present:** David Rosenthal (Chair), Neville Richardson (Vice-Chair), Leonard Pitt, Patricia Scott, Tom Meyer

**Staff:** Peppina Liano - CEO  
 Erendira Flores – Managing Director of Academics  
 Maria Trejo – Business Manager  
 Cedric Jones -- soon-to-be Principal of the new high school

**EdTec:** Peter Laub

1.0	<b>Call to Order</b> The meeting was called to order at 5:37 PM	5:37 PM
2.0	<b>Roll Call/Attendance</b>	5:37 PM
3.0	<b>No public members wished to address the Board of Directors</b>	5:37 PM
4.0	<b>Approved Minutes for August 2018</b> <b>Motion:</b> David Rosenthal <b>Second:</b> Tom Meyer	5:37 PM
5.0	<b>Discussion and Action Items</b>	5:40 PM
<b>5.1 Suicide Prevention Policy - Unanimously approved</b>  <b>5.2 Homeless Education Policy - Unanimously approved</b>  <b>5.3 EdTec Financial Report:</b> Peter Laub Finances ended better than projected in April; EdTec thought Prop 39 would come in, and it did come in; there was a big swing in the Schwab account; it increased in June; Child Nutrition and Payment System (CNIPS) was a 122K loss; the market dropped by 291, instead of the projected uptick; most important to know and discuss: How are we negative?; We planned deficit spending for Instructional Assistants and Saturday School for fiscal year 2017-18, and we're close to the same deficit spending now; RCP is in the middle of the audit; there was a loss of -127K so far for fiscal year 2017-18:		

	<p>Average Daily Attendance (ADA) is down, title funding is down, CNIPS is lower than last year and has suffered a loss; ADA state funding started at 65K; funds will increase due to positive adjustments, compensation and benefits, encroachment, and e-rate reimbursements; Beginning of the year (BOY) enrollment is always higher than actual enrollment, so state ADA funding was down 15K; it will change next month; we are now where we should be, at 96% ADA; janitorial costs have increased by 18K ; our instructional consultant cost is at a deficit of 62K; in May, we passed a budget of 342 of one-time funds, and it turned out to be 180; Solutions: the deficit will be redistributed to other programs, we will reduce hours of the consultant, and increase ADA; 80K to 85K may correct itself if ADA corrects itself; this will leave us with a deficit of 50K at the end of the funding year</p> <p><b>5.4</b> Reviewed calendar of future board meetings; Planned December party will not take place</p>	
<p><b>6.0</b></p>	<p><b>Reports from Instructional Consultant</b></p> <p><b>6.1 Instructional Consultant report</b></p> <p>Erendira Flores gave academic updates; they have worked hard on the curriculum: implementation; teachers are doing long-term planning; met with some teachers, but not yet with others; staff Professional Development (PD): instructional model, expectations, coaching; English Language Arts (ELA) PD; Math PD; RCP's development of Instructional Assistants is special and unique: they received 3 PD series; Upper and Lower Elementary Directors are working to be consistent in coaching and mentoring the new and returning teachers; Illuminate software that tracks student performance is being underused: for example, math data, tests and other reports, and interventions; In response to a question by Mr. Rosenthal, they discussed Ms. Flores's relationship with the Directors: co-observations, go into classrooms, apply best practices to what was seen; evaluating the coaching, debriefing to accomplish what is wanted; applying Ms. Flores's experience from a charter network, thinking outside of the box to figure out problems, coaching and supervising; Ms. Flores will send Tom Meyer an email about increases in ELA and math scores; she also discussed: supervising and coaching; in a conflict with a parent, the Directors handle it, and Ms. Flores has sat in on a meeting as a supporter, but still need to workout some decision-making issues and need to work with Ms. Liano to reach out to parents to transition to a more permanent relationship with families; discussed one in-house suspension and a related lunch issue: the father was receptive to how it was dealt with; fall reclassification of 35 students, which may grow; this compares to West Contra Costa Unified School District (WCCUSD) 12% of students reclassified; relationship between the teacher and the Instructional Assistant (IA): teachers don't see themselves as the boss; not used to telling people what to do; Mr. Rosenthal felt that IAs must get more direction from the teacher; Ms. Flores said it is not the job of the teacher to supervise the IA, but IAs are getting more coaching through PD; 60 kids are far below the average student (10% of our RCP population); it is our responsibility to get them proficient by directing resources to lower performing kids; reduce the</p>	<p>5:45 PM</p>

percentage to 5%; regarding our overall grades, they will be better; the school made a choice to spend money on tutoring and other things; Leonard Pitt suggested looking at the situation at home; we can't get parents to read with their kids; it is beyond our reach; not able to implement; we need to change society; Ms. Flores said we have an increase of new students, some of whom come with Spanish only and not at a grade level in Spanish or let alone English; we need to find a specific intervention and be creative to solve the problem; think about of the ideal solution and look at the obstacles later; Ms, Flores said California Department of Education (CDE) puts barriers to intervention at home; money is linked to compliance

## **6.2 Soon-to-be High School Principal's report**

Cedric Jones reported that After-School All-Stars (ASAS) started working with RCP last year; planning has been underway for the last three years to start a new high school, that is called (for now) High School Plus; looks appropriate for the new economy; the landscape has changed dramatically; need to develop skill sets to work in the tech industry, build an entrepreneurial and designer mindset, so that graduates can work in bay area; we can enhance the rich culture of success at RCP and strengthen the culture with families; add to the curriculum to focus on workforce development and technical skill sets; degree programs don't teach skill sets to students to translate into a job; we want students to be college-ready and capable of collaborative learning and self-directed learning; some possibilities for students are: become a fullstat code developer; have the opportunity to intern in the 11th grade; use the Adobe design suite; develop self-awareness and social awareness; become skilled at relationship-building and networking; have a growth mindset; develop self-efficacy and problem solving ability; follow three design tracks; be sustainable; video game design; product design fabrication; bio tech; Summit Learning Platform; catch net for students; personalized learning plans; bell schedule; essential experiences; learning lab; mini-lessons; POP (personalized learning plan) using technology but with an instructor leveraging both; For video game design: first year: prerequisite training, second year: introductory video game design, third year: intermediate video game design, fourth year: advanced video game design and capstone; large emphasis on membership; measurement accredited; in-class metrics rubrics; teacher assessments; self-assessment for students: where am I based on the standard?; facilities were discussed and teacher and staffing model; accreditation; Why focus on video game design? to have students with skill sets that will allow students to get a job right away; connections to the tech world to facilitate internships. Adobe will be used throughout the HS; tracks where they have connections to offer robust internships; students get to choose one of the three tracks; How about students that are not oriented to technology? students will walk away with coding knowledge and drafting experience or go to Autodesk and work; model helps students go to college; want something students can use in HS; if they didn't start in HS, the student will obtain the skills to finish; there will be poets and writers; the students will have CORE subjects; RCP students will

	<p>have priority; two cohorts of 20 and 40 seats, including 20 students not from RCP; Summit Learning platform; 10 parents in the focus group; the RCP parents are very excited about High School Plus; students will choose the college track or the workforce track; 21st century tools to express self artistically; modification of the charter and add grade every year; beginning of the search for a facility: looked at church that has advantage; church in richmond annex; perhaps more portables; need to work out financing and staffing; timeline of September 2019 to take it from after-school to all day school; Cedric will be the principal; Material revision for the 1st of December</p>	
<b>7.0</b>	<b>Adjournment</b>	6:15 PM