

Richmond College Preparatory

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

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.



Peppina Liano

Principal, Richmond College Preparatory

About Our School

Richmond College Preparatory's mission is, first, to ground its students in an understanding of their history. We help our students 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. For the past six years, RCP has ranked the highest achieving academic school in the city of Richmond, and once RCP was ranked number four in the West Contra Costa Unified School District (WCCUSD).

Contact

Richmond College Preparatory
1014 Florida Ave.
Richmond, CA 94804-2474

Phone: 510-235-2066
E-mail: pliano@rcpschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Richmond College Preparatory
Street	1014 Florida Ave.
City, State, Zip	Richmond, Ca, 94804-2474
Phone Number	510-235-2066
Principal	Peppina Liano
E-mail Address	pliano@rcpschools.org
Web Site	www.rcpschools.org/
County-District-School (CDS) Code	07617960110973

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Description of Richmond College Prep Schools:

Richmond College Prep Schools is in the Santa Fe/Coronado neighborhoods of Richmond, CA. We serve students in the immediate community as well as students living in the Iron Triangle and surrounding areas. We were founded in 2004 as a Montessori preschool program and began with 20 students. We have since grown into two programs: a preschool and a charter elementary and middle school. The elementary and middle school serve approximately 540 children.

Our teachers, administrators, and staff are dedicated to the academic success and social-emotional well-being of all our students. Students are exposed to a rigorous academic curriculum as well as mindful awareness practices. Richmond College Prep Schools has a history of academic success and continues to work towards excellence.

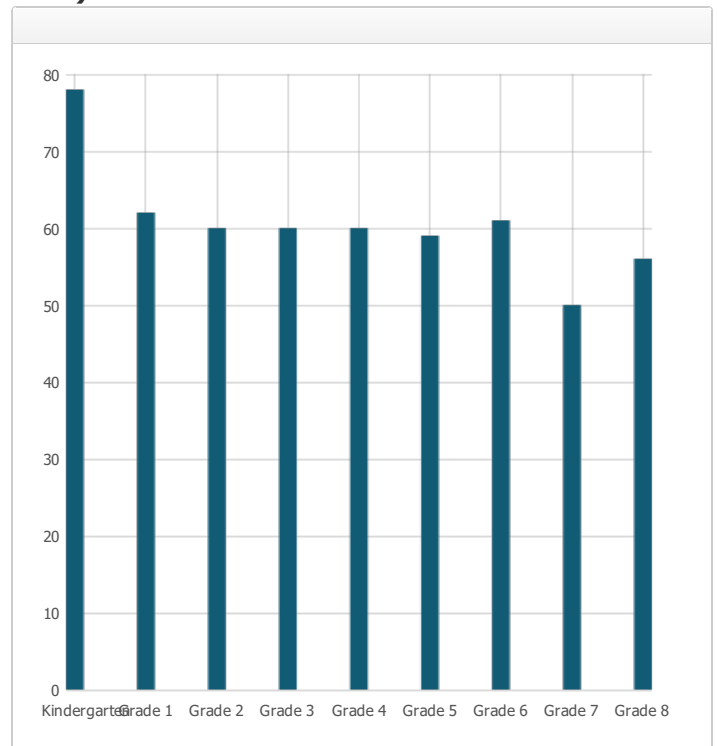
Mission Statement:

To change our community through education, by providing preschool, elementary, and middle school academic services, resulting in grade-appropriate achievement, cultural enrichment, and strong moral character.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	78
Grade 1	62
Grade 2	60
Grade 3	60
Grade 4	60
Grade 5	59
Grade 6	61
Grade 7	50
Grade 8	56
Total Enrollment	546



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	27.5 %
American Indian or Alaska Native	0.4 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	66.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	0.0 %
Two or More Races	1.5 %
Other	2.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.7 %
English Learners	39.6 %
Students with Disabilities	6.4 %
Foster Youth	1.1 %

A. Conditions of Learning

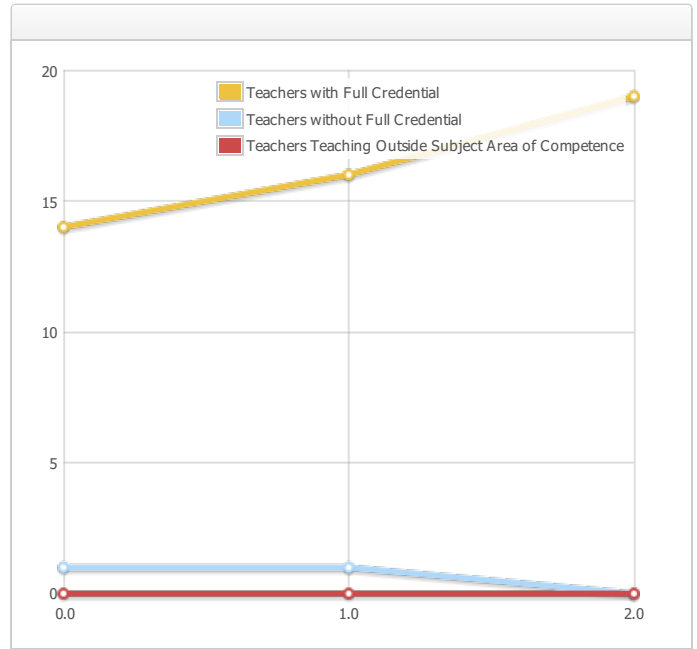
State Priority: Basic

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	16	19	19
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>All grades (TK - 8):</p> <ul style="list-style-type: none"> Reader's and Writer's Workshop - Lucy Calkins <p>Lower Elementary (TK - 5):</p> <ul style="list-style-type: none"> National Geographic REACH <p>Upper Elementary (6 - 8):</p> <ul style="list-style-type: none"> English 3D Houghton Mifflin Harcourt 		0.0 %
Mathematics	<p>All grades (TK - 8):</p> <ul style="list-style-type: none"> EngageNY 		0.0 %
Science	<p>Lower Elementary (TK - 5):</p> <ul style="list-style-type: none"> Mystery Science <p>Upper Elementary (6 - 8):</p> <ul style="list-style-type: none"> Teachers' Curriculum Institute (TCI) 		0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health	<p>Upper Elementary (5 - 8):</p> <ul style="list-style-type: none"> Advocates for Youth 		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

Richmond College Prep participates in annual inspections. Inspection results are posted onsite and may be viewed at the front office. There are no planned facility improvements for the 2018 -19 school year. Facility improvements completed during the 2018 summer: replacing HVAC units and replacing LED lighting on the Charter campus. Richmond College Prep is not in need of any additional maintenance to ensure good repair at this time.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

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: July 2018

Overall Rating	Good
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Last updated: 1/31/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	55.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	53.0%	25.0%	24.0%	37.0%	38.0%

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: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	289	97.97%	54.17%
Male	136	135	99.26%	45.19%
Female	159	154	96.86%	62.09%
Black or African American	77	76	98.70%	47.37%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	211	207	98.10%	56.31%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	251	246	98.01%	52.03%
English Learners	189	185	97.88%	53.80%
Students with Disabilities	18	18	100.00%	22.22%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

Last updated: 1/29/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	286	96.95%	53.15%
Male	136	134	98.53%	52.24%
Female	159	152	95.60%	53.95%
Black or African American	77	75	97.40%	46.67%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	211	205	97.16%	55.61%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	251	244	97.21%	51.23%
English Learners	189	183	96.83%	54.10%
Students with Disabilities	18	18	100.00%	44.44%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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.

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.

Last updated: 1/29/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/29/2019

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 2017—18)

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	19.3%	24.6%	40.4%
7	15.3%	20.3%	32.2%

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.

Last updated: 1/29/2019

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 2018—19)

RCP believes that parent participation is important in the overall educational progress of the children. Prior to the first day of school, RCP holds a parent orientation in which relevant school policies are explained and the Parent Handbook is given out. During the first month of school, RCP has a Back to School Night in which families can visit their student's classroom.

Parent/teacher conferences are held twice throughout the school year (November and March). Families are able to meet with classroom teachers to discuss the academic, behavioral, and social progress of their student. Families are also encouraged to participate in the monthly meetings of RCP's School Site Council and English Learner Advisory Committee.

Parents also have many opportunities to participate and volunteer at Richmond College Prep throughout the year, including, for example: joining in the RCP Festival, classroom field trips, bi-yearly Scholastic Book Fair, garden parties; being a reading tutor, or a crossing guard. These are a few events/ways parents are encouraged to participate.

RCP holds a weekly Parent Coffee Club where parents come together to discuss ways that they can support the school, and parents have the opportunity to attend workshops, classes, and training on subjects such as family literacy, CPR, computer literacy, and more. Additional ways parents support our school is by organizing food sales, fundraisers to help pay for materials, and a school-wide African American performance for Black History Month.

Parents are also encouraged to be part of the Nystrom Catchment Family Engagement Project. This project recruits parents to work with the City of Richmond, the Nystrom Urban Revitalization Effort Committee, and other Richmond community organizations to increase safety measures, obtain a playground structure upgrade at our neighborhood park, and implement other community enrichment projects.

We're always looking for more ways to get parents involved and believe in partnering with all of our parents.

State Priority: Pupil Engagement

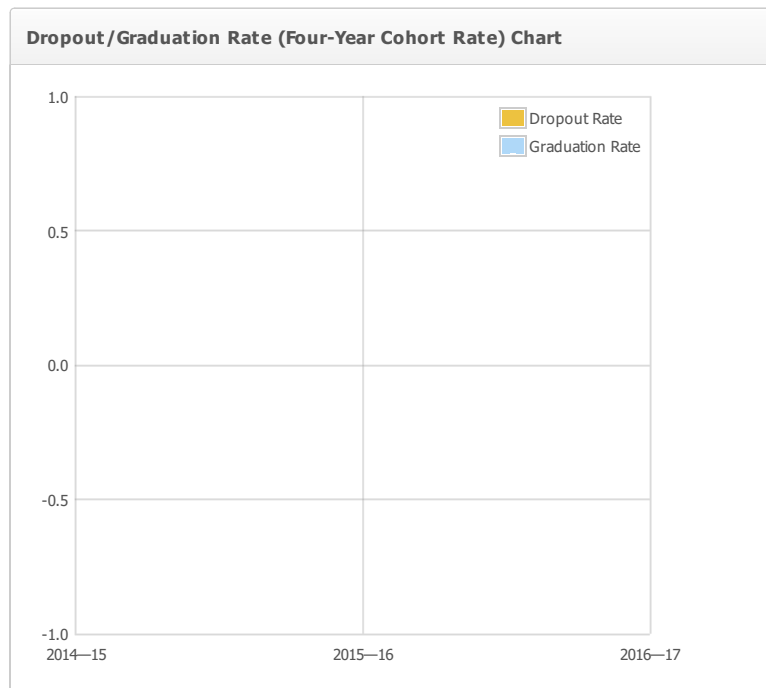
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	7.2%	8.7%	10.7%	9.7%
Graduation Rate	--	--	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	7.5%	9.1%
Graduation Rate	--	80.2%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

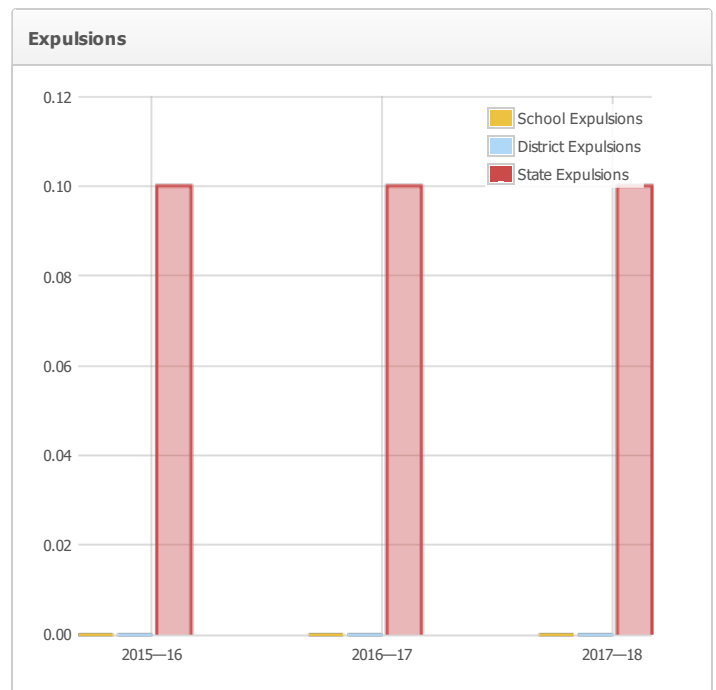
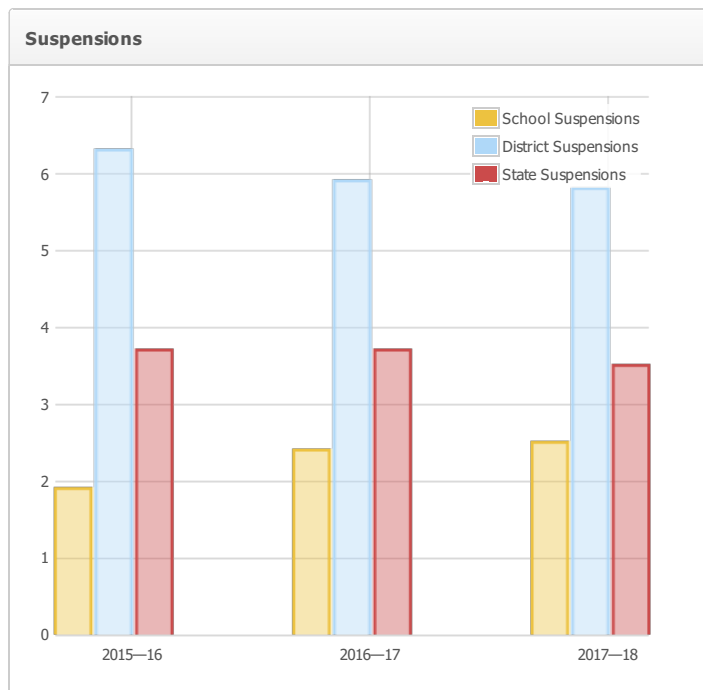
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.9%	2.4%	2.5%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

The School Safety Plan details appropriate responses for a variety of emergency situations, including fire, earthquake and shelter in place. The school conducts monthly drills with staff, teachers, students, and emergency response teams. Involved in the School Safety Plan are administrators, maintenance and operations staff, office staff, teachers and support staff, and local emergency response organizations such as Richmond Fire Department and Richmond Police Department. The plan describes steps necessary to ensure the safety of our students and staff in the event of an emergency.

Last updated: 1/31/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		3	
1	32.0		2	
2	30.0		2	
3	30.0		2	
4	30.0		2	
5	29.0		2	
6	28.0		2	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		3	
1	29.0		2	
2	31.0		2	
3	31.0		2	
4	30.0		2	
5	26.0		2	
6	28.0		2	
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		3	
1	31.0		2	
2	30.0		2	
3	30.0		2	
4	30.0		2	
5	29.0		2	
6	28.0		2	
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.

Last updated: 1/29/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Last updated: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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.

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10987.2	\$1890.0	\$9097.2	\$54586.0
District	N/A	N/A	--	\$66155.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

Richmond College Prep has a full-day, after-school and Saturday school tutoring program where students receive individual and group instruction.

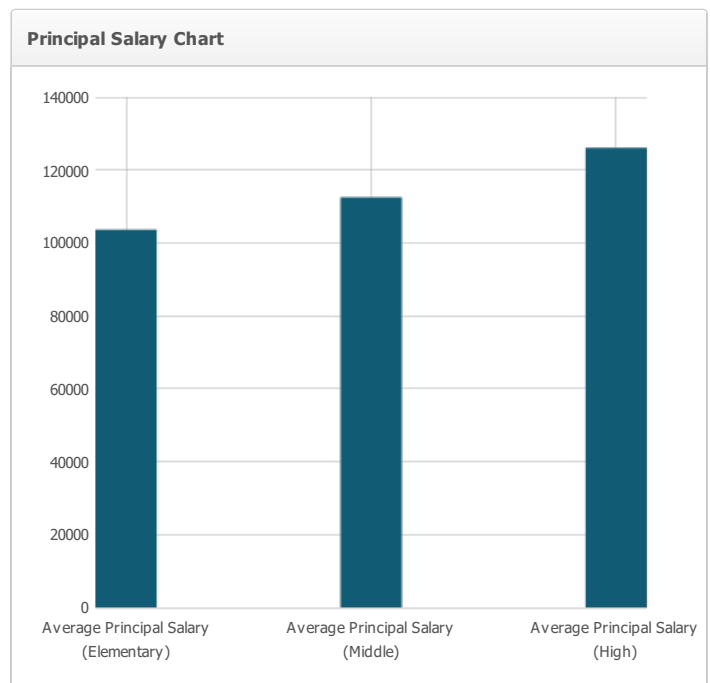
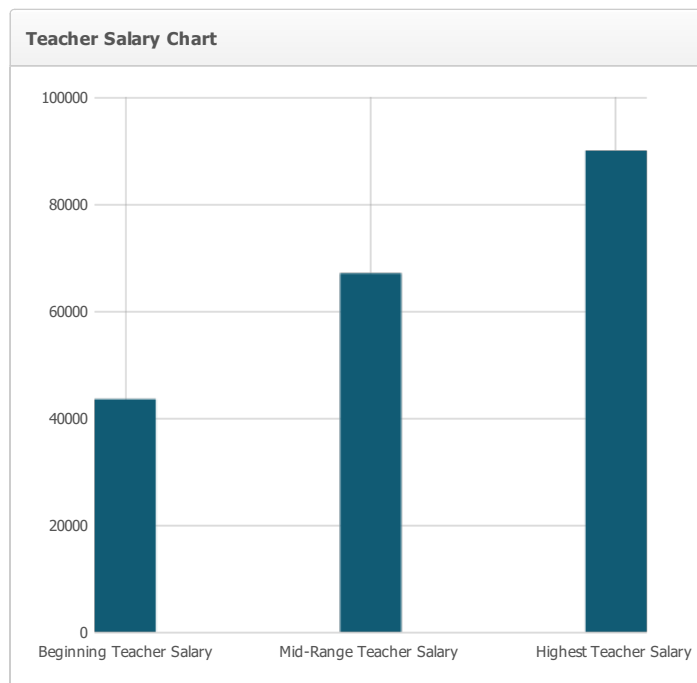
Students receive individual and group instruction through Richmond College Prep's full-day school, after-school, and the Saturday school tutoring program.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/29/2019

Professional Development

2016-2017: Richmond College Prep has a week of professional development prior to the start of the school year. During this week of professional development, staff members receive curriculum and program trainings, collaborates within grade-level teams to do long-term planning for the school year, and prepare classrooms for the first day of school. During the school year, the staff meets once a month and receives professional development in culturally-responsive pedagogy and unit planning. The professional development focus for the 2016-2017 school year is writer's workshop. A writing coach works with grade-level bands to study various aspects of the writer's workshop model, in which teachers get to observe, practice, and then implement what they've learned. Teachers

receive one-on-one coaching.

2017-2018: Richmond College Prep has a week of professional development prior to the start of the school year. During this week of professional development, staff members receive curriculum and program trainings, collaborate within grade-level teams to do long-term planning for the school year, and prepare classrooms for the first day of school. During the school year, the staff meets once a month and receives professional development in inquiry-based lesson planning. The professional development focus for the 2017-2018 school year is reader's workshop, with some reader's workshop training. A reader's workshop coach works with grade-level bands to study various aspects of the reader's workshop model, and she is also continuing writer's workshop training. Teachers observe, practice, and then implement what they've learned. Teachers receive one-on-one instructional coaching from their Director on a weekly basis and also participate in grade-level planning.

2018-2019: Richmond College Prep has a week of professional development prior to the start of the school year. Staff members receive curriculum and program trainings, collaborates within grade-level teams to do long-term planning for the school year, and prepare classrooms for the first day of school. During the school year, the staff meets once a month to discuss various academic and school climate issues. The professional development focus for the 2018-2019 school year is reader's workshop. Our Lower Elementary Director works with grade-level bands to study various aspects of the reader's workshop model, in which teachers get to observe, practice, and then implement units of study in their own classrooms. Grade-level teams also collaborate on a weekly basis around data analysis and instructional planning. Teachers receive one-on-one instructional coaching from their Director on a weekly basis and also participate in grade-level planning.

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