

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Richmond College Preparatory

Contact Name and Title

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Executive Director

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Richmond College Preparatory Elementary School (RCPK8) is committed to improving the educational opportunities for economically disadvantaged children. With support from the Richmond Children's Foundation, we opened the RCPK8 Pre-School in 2005 and inaugurated the RCPK8 Charter Elementary School in 2006 in this urban area with high poverty and unemployment rates. Our schools serve the Nystrom Elementary Attendance Area in Richmond, which encompasses South 2nd Street to South 20th Street and Cutting Boulevard Way to Ohio Street. Our goal is to give the children who attend the Richmond College Prep Schools all the educational resources, opportunities, and experiences usually provided to the children of wealthy communities. Our vision is that with exposure to a high-intensity, high-quality, and high-expectation educational environment from an early age, students from neighborhoods like this will achieve at or above the learning standards typical of higher-income areas.

Richmond College Prep currently serves 503 students. The student population is comprised of approximately 27% African American, 70.4% Latino, .5% Asian, .5 Filipino, .5% Pacific Islander and 1.6% two or more races. 47.3% of our students are English learners. Our schools utilize evidence-based best practices in teaching, learning, and school reform, including an extended-day program which operates from 7:30 a.m. to 6 p.m. as well as an extended school year of 40 weeks per year. In the charter school, we maintain a ratio of one teacher/instructional aide for every 15 students, and our educational philosophy synthesizes a constructivist approach with elements from two whole school reform models: the Accelerated Schools model developed by Levin and colleagues at Stanford, and the School Development Program developed by Comer, et al. at Yale. Additional resources provided at the

preschool and charter elementary school include psychological evaluation and counseling services, speech therapy, gardening, a tutoring program, and various other enrichment and support activities. Our school is guided by an independent, committed and active school board.

Our goals for student achievement are that students will: 1) meet or exceed grade-level standards in core skill areas; 2) become self-motivated, competent, lifelong learners; and 3) have a strong foundation for going to and succeeding in college with the skills and basic knowledge needed to become truly educated and have a wide array of choices open to them in future university education, work and community involvement.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Richmond College Preparatory Elementary School LCAP is designed to meet the needs of all our students, in particular our low income students, English learners and foster youth. 88% of our students fall into one or more of these categories so many of our services are provided schoolwide.

Our five goals are:

1. Richmond College Preparatory provides highly quality staff, exemplary classroom instruction, standards-based or aligned materials, and facilities that are in good repair.
2. Richmond College Preparatory provides an exemplary instructional program to ensure all students met or exceed grade level standards and achieve college and career readiness.
3. Richmond College Preparatory provides a high quality English learner program so that English learners meet or exceed grade level standards and reclassify within six years of enrolling at RCP.
4. Richmond College Preparatory provides a safe, welcoming and engaging learning environment for all students.
5. Richmond College Preparatory engages parents and families to support student success in school.

Richmond College Preparatory School focuses resources on improving student outcomes by improving classroom instruction through job-embedded professional development and effective use of ongoing assessment data to address student need. Instructional Aides are provided in every classroom. Two Directors of Curriculum and Instruction continually focus on supporting teachers and aides to improve classroom instruction, intervention and school climate. Additionally, we focus on providing a welcoming, safe and engaging school. The Family Engagement Coordinator focuses on increasing parent engagement and meeting needs our of parent community.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In March 2017 the California Department of Education launched the California School Dashboard to monitor school performance. The Dashboard provides indicators of student success in multiple ways. Each indicator has a color from blue (highest) to green, yellow, orange and red (lowest). The colors are based on two measurements: how the students performed compared to state targets and the change in the students' performance since the previous year. The Dashboard indicators are also known as the LCFF Evaluation Rubrics.

Richmond College Preparatory (RCP) maintained the same Dashboard level (medium) in math compared to the previous year. The average for all students was yellow (middle) for ELA and math. All subgroups, except African American students, made gains in the Dashboard math level. Students with disabilities increased by 18.5 and 20.8 points in math and ELA, respectively. English learners increased by 9.4 points in math. Smarter Balances Assessment for California (SBAC) test results in ELA and math remained almost the same. There was a slight increase in the percent of students scoring at or exceeding grade level in ELA, from 43% to 45.77%. Math essentially remained the same, dropping from 41% to 40.81%. Results for 5th grade students exceeded all other grade levels, with 69% of students scoring at or exceeding grade level in ELA and 56% in math.

During the 2017-2018 school year, the Measures of Academic Progress (MAP) benchmarks were administered three times. These benchmark results corresponded closely to SBAC results last year. Comparing the first administration to the last, the average results for all students scoring at meeting or exceeding proficiency levels, in math was 53%, an increase of 55, and in ELA 57%, an increase of 15%. The average results for 3rd through 7th grade students showed an increase of 4% to 45% in math and an increase of 16% to 56% in ELA. The focus on ELA throughout the year has ensured more students are reading at grade level. Additionally, in general, teachers with one or more years of prior teaching saw the most improvement in their students' scores.

In fall 2017 Richmond College Preparatory received the Innovate Schools Award for the 2016-2017 school year.. In April 2017 Richmond College Preparatory was named an Honor Roll school for the 2016 California Honor Roll by the Educational Results Partnership. The 2016 Honor Roll recognizes public schools that demonstrate consistently high levels of student achievement, improvement in achievement over time, and reduction in achievement gaps.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Student performance in ELA remains a concern. RCP declined in Dashboard performance levels from yellow to orange. SBAC ELA results included a slight increase in the percent of students performing at met or exceeding grade level, from 43% to 45.77%. Math remains in yellow, the medium level. Only

40.81% of students scored met or exceeding grade level in math. ELA and math have been identified as a principle focus for professional development and intervention in 2018-2019.

The English Learner Progress indicator remains in the very low (orange) level. The data to determine this indicator are from 2014-2016 and include English learners and reclassified students. While other data indicate that ELs are making adequate progress and that reclassified students are performing well, the LCAP has identified various actions, including professional development, an enhanced monitoring process and targeted intervention, to address the needs of English learners.

While the Suspension indicator is in the orange level, RCP's suspension rate remain below the District, County and State rates. For 2017-2018 there have been 9 in-school and 9 at-home suspensions. Increased resources will continue to be directed at reducing the suspension rates and focusing on African American students. The activities, including professional development on culturally-responsive instruction and classroom management will continue.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Using the LCFF Evaluation Rubrics, there are no student groups performing two or more performance levels below the "all student" performance level. Within the Suspension indicator with an overall orange level, only African American students fell into the red level, while Hispanic and English learner students fell into the blue level. Increased resources will continue to be directed at reducing the suspension rates and focusing on African American students. The activities, including professional development on culturally-responsive instruction and classroom management will continue.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

N/A

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$5,680,822
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,680,822

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP

year not included in the LCAP.

N/A

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$4,396,909

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1. Richmond College Preparatory provides highly quality staff, exemplary classroom instruction, standards-based or aligned materials, and facilities that are in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

100% of teachers appropriately credentialed and assigned. 100% of students have standards-based or aligned materials. Facility maintained in good or exemplary condition.

Actual

100% of teachers appropriately credentialed and assigned. 100% of students have standards-based or aligned materials. Facility maintained in good or exemplary condition.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Interview and hire all needed staff.

Actual Actions/Services

Candidates were interviewed and vacancies were filled.

Budgeted Expenditures

\$2,979,754
General Fund/LCFF, Title 1
Compensation + benefits

Estimated Actual Expenditures

\$3,243,030

Action 2

Planned Actions/Services

Provide training for all staff before the opening of school and throughout the school year, including training on the standards materials and texts.

Actual Actions/Services

All staff were provided training during the week before the opening of school and throughout the school year.

Budgeted Expenditures

\$40,579
Supplemental/Concentration
Professional Development

\$216,672
Supplemental/Concentration
Directors: Compensation +
benefits

Estimated Actual Expenditures

\$125,073
Professional Development

\$207,119
Directors: Compensation +
benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Complete the annual audit of teacher credentials and assignments. Address any misassignments.

The annual audit of teacher credentials and assignments had not misassignments.

No direct costs.

No direct costs.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement the bonus program to retain high quality teachers.

The bonus program is being implemented in June.

\$49,974
General Fund/LCFF
Compensation BONUS

\$24,221
Compensation Bonus

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Complete the annual text and materials audit. Purchase any needed texts and materials.

The audit was completed and materials and texts were purchased as needed at the time of the audit and when subsequent needs were identified.

\$45,000
General Fund/LCFF
Approved Textbooks & Core
Curricula Materials

\$56,121
Approved Textbooks & Core
Curricula Materials

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Conduct annual audit of school facility. Make any identified repairs or changes.

Repairs were made as needed. Audit of school facility found RCP to be in good or exemplary condition.

\$6,566
General Fund/LCFF
Repairs & Maintenance: Building

\$8,808
Repairs & Maintenance: Building

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes.

Ongoing monitoring occurred and any needed repairs or changes were made.

\$6,566
General Fund/LCFF
Repair & Maintenance: Building

\$8,808
Repairs & Maintenance: Building

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1: All actions are completed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions taken were successful with 100% of teachers appropriately credentialed. 100% of RCP students were provided with CCSS and ELD Standards texts and materials. Training was provided before the opening of school and throughout the school year. The facility continues to be in good or exemplary repair.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school devoted more money than budgeted to developing teachers with various programming in order to meet its student achievement initiatives. In addition, less money was devoted to the June bonus, as many staff were paid more than budgeted for their standard compensation. Staff salaries and benefits were slightly more than budgeted.

Additional intervention tutoring that had not been included in the original budget was provided. Materials were purchased for the tutoring.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions 7 and 8 (annual facility audit and ongoing repairs) were combined to streamline and reflect the ongoing nature of this activity.

Goal 2

Goal #2. Richmond College Preparatory (RCP) provides an exemplary instructional program to ensure all students meet or exceed grade level standards and achieve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

SBAC ELA 52% met or exceeded

SBAC Math 49% met or exceeded

70% of students reading at or above grade level as measured by the DRA.

Actual

Targets were not met for the SBAC. While there was a slight increase in the ELA scores, there was no increase in the percent met or exceeded standard for math. ELA went from 43% to 45.77%; math remained essentially the same, dropping from 41% to 40.81% met or exceeded standard.

64% of students reading at or above grade level as measured by the DRA

Expected

Develop growth targets for the math and ELA benchmarks.

Actual

The targets were established.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Implement the professional development plan for CCSS, the benchmark assessments, classroom management, and use of formative and summative assessment results to inform instruction.

Actual Actions/Services

The professional development plan developed by the two Directors was implemented in all areas. All teachers participated in during dedicated professional development time, staff meetings, collaboration time and individual meetings.

Budgeted Expenditures

\$40,579
(Duplicate Goal 1; Action2)Supplemental/Concentration Professional Development

\$216,672
(Duplicate Goal 1; Action2)Supplemental/Concentration Directors:Compensation+ benefits

Estimated Actual Expenditures

\$125,073
Professional Development

\$207,119
Directors; Compensation + benefits

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue the Guided Reading program within the ELA program. Continue the writing program to augment the ELA program. Provide needed materials and Lucy Caulkins professional development in Guided Reading and Writing.

The Lucy Caulkins professional development in Readers' and Writers' workshop was provided before the opening of school. Additional coaching days were provided for each teacher during the school year.

\$40,579
 (Duplicate Goal 1; Action2)
 Supplemental/Concentration
 Professional Development

 \$22,500
 Supplemental/Concentration
 Supplemental
 Materials&Supplies

\$125,073
 Professional Development

 \$24,879
 Supplemental Materials &
 Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue the benchmark assessment program, including academic conferencing and action plans.

The benchmark assessments using Measures of Academic Progress (MAP) for ELA and Math were administered three times during the school year. The ELD benchmarks were administered twice. Academic conferencing was held after each benchmark assessment and an action plan was developed. Additionally, teachers identified 3 "focal" students to monitor more closely to determine the effectiveness of the action plans. The Writing benchmarks were not administered this year.

\$25,500
General Fund/LCFF
Student Assessment

\$15,000
Student Assessment

Action 4

Planned Actions/Services

Continue the study trip program, including college visits.

Actual Actions/Services

The study trip program was implemented. All grade levels participated in at least one study trip. However, no colleges were visited.

Budgeted Expenditures

\$26,500
General Funds/LCFF
Field Trip Expenses

Estimated Actual Expenditures

\$54,500
Field Trip Expenses

Action 5**Planned Actions/Services**

Continue to implement the PFT action plan. Review the 2016 -17 PFT results and update the PFT action plan. Implement the PFT action plan.

Actual Actions/Services

The PFT plan was implemented.

Budgeted Expenditures

\$7,880
General Fund/LCFF
PE Supplies

Estimated Actual Expenditures

\$4,270
PE Supplies

Action 6**Planned Actions/Services**

Utilize the two Directors of Curriculum and Instruction to provide job-embedded professional development for teachers and instructional aides, including implementing Professional Learning Communities and grade-level collaboration meetings to focus on the needs of low income, foster youth, English learners and redesignated students.

Actual Actions/Services

The two Directors of Curriculum and Instruction provided individual coaching as well as facilitating Professional Learning Communities and grade-level collaboration meetings for all teachers. The needs of low income, foster youth, English learners and redesignated students were addressed during this job-embedded professional development.

Budgeted Expenditures

\$216,672
(Duplicate Goal 1; Action2)
Supplemental/Concentration
Directors:
Compensation+benefits

Estimated Actual Expenditures

\$207,119
Directors; Compensation +
benefits

Action 7**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Implement the grades TK/K- 3 Response to Intervention plan. Develop and implement a plan for Response to Intervention and Instruction for grades 4-6.

The current Response to Intervention plan relying on the Learning Center was implemented at all grades. Additionally, the teachers and instructional aides provided in-class intervention. A tutoring program was implemented for the lowest performing 4th-7th grade students for one third of the year. Teachers identified three focal students each for instructional intervention within the classroom as part of an action plan.

\$12,500
Supplemental/Concentration
Supplemental Instructional
Materials & Supplies

\$24,879
Supplemental Instructional
Materials & Supplies

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue the I-Ready computer program for students needing intervention in ELA and math.

A decision was made in the fall to use the intervention materials available in the base programs to provide intervention. Therefore I-Ready was not implemented this year. Achieve 3000 was used as an ELA online intervention. Kahn Academy Prodigy Math was piloted for math intervention.

\$12,500
(Duplicate Goal 2; Action 7)
Supplemental/Concentration
Supplemental Instructional
Materials & Supplies

\$24,879
Supplemental Instructional
Materials & Supplies

Action 9

Planned Actions/Services

Continue to provide an instructional aide in each classroom to support differentiated instruction.

Actual Actions/Services

An instructional aide was provided in each classroom to support differentiated instruction.

Budgeted Expenditures

\$793,217
Supplemental/Concentration &
Title I
Instructional Aides:
Compensation + benefits

Estimated Actual Expenditures

\$919,251
Instructional Aides:
Compensation + benefits

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide intervention opportunities within the extended learning program, e.g. after school and Saturdays.

Summer school 2017, Saturday school and the after-school program included intervention for targeted students which was coordinated with classroom teachers.

\$35,771
Supplemental/Concentration
Summer School Staff

\$101,293
Supplemental/Concentration &
ASES
After School/Sat. Staff

\$34,199
Summer School Staff

\$120,432
After School/Sat. Staff

Action 11

Planned Actions/Services

Provide ongoing professional development for teachers in internet safety, cyber bullying, online classroom management, and computer-assisted instruction. Additionally, provide training in using electronic diagnostics to assess students for intervention. Also provide training and support for teachers in conducting student-led conversations on internet safety and cyber bullying.

Actual Actions/Services

Professional development was provided for teachers on internet safety, computer-assisted instruction, use of electronic diagnostics to assess students for intervention and how to conduct student-led conversations on internet safety and cyber bullying. More professional development on cyber bullying is planned for teachers.

Budgeted Expenditures

\$216,672
(Duplicate Goal 1; Action2)
Supplemental/Concentration
Directors:
Compensation+benefits

Estimated Actual Expenditures

\$207,119
Directors; Compensation +
benefits

Action 12

Planned Actions/Services

Increase the use of technology to support collaboration, professional development and the use of data.

Actual Actions/Services

Technology is consistently used for collaboration, professional development and the use of data.

Budgeted Expenditures

\$45,000
Supplemental/Concentration
Computers & Technology

Estimated Actual Expenditures

\$35,000
Computers & Technology

Action 13

Planned Actions/Services

Purchase Chrome Books and other classroom technology to support curriculum and instruction, e.g. LCD projectors, document cameras, smart boards computer programs and licenses, e.g. I-Ready

Actual Actions/Services

Classroom technology was purchased as needed.

Budgeted Expenditures

\$45,000
(Duplicate Goal 2; Action12)
General Fund/LCFF
Computers & Technology

Estimated Actual Expenditures

\$35,000
Computers & Technology

Action 14

Planned Actions/Services

Purchase supplemental materials as needed to support instruction and intervention.

Actual Actions/Services

Materials were purchased as needed.

Budgeted Expenditures

\$12,500
(Duplicate Goal 2; Action7)
Supplemental/Concentration
Supplemental Instructional
Materials & Supplies

Estimated Actual Expenditures

\$24,879
Supplemental Instructional
Materials & Supplies

Action 15

Planned Actions/Services

Spring 2018 hire a consultant to provide recommendations for improvement.

Actual Actions/Services

An academic consultant was hired to review programs and services as well as organizational structure. He provided a recommendations for improvement for 2018-19.

Budgeted Expenditures

Not budgeted

Estimated Actual Expenditures

\$25,000
Consultants - Instructional

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All aspects of professional development, including job-embedded professional development, were implemented. Academic conferences took place after each benchmark administration and an action plan was created and implemented. The intervention program was implemented for TK-3 and for half a year for 4th-7th. The Saturday School program was provided for the entire school year.

Additionally, a consultant was hired to review programs and services. He provided recommendations for improvement, including increased coherency and collaboration among services and programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While RCP did not meet its SBAC targets for growth from 2016 to 2017 or the DRA target for reading proficiency, based on the MAP benchmark results, we expect growth in the percent of students meeting or exceeding standard in both math and ELA. ELA in particular has shown significant growth in ELA, showing a 16% gain over the year for 3rd through 7th grades. Teachers reported that 84% of their focal students demonstrated improvement on formative assessments. Over 95% of the student participating in the target student tutoring improved on the word recognition/decoding test.

Formative assessments in physical fitness show a significant improvement in both aerobic capacity and body mass index (BMI), the two areas that have consistently been low.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The consultant was hired to make recommendations for improvements. The school devoted more money than budgeted to developing teachers with

various programming in order to meet its student achievement initiatives. Lastly, the school spent more than budgeted on field trips. The majority of this expense was for a DC trip.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

More training for Instructional Aides (IA) will be provided. This was a concern expressed by teachers in collaboration meetings as well as the annual staff survey. In addition SSC parents requested more training for IAs. With more training, IAs will be a more effective component of the intervention program.

The SBAC targets were recalibrated to reflect the lack of growth from Spring 2016 to Spring 2017. DRA targets were recalibrated based on the growth in 2017-2018.

The Rtl and intervention program will be evaluated and developed further. Teachers have expressed a concern that it is not fully developed and not all students are able to be served. An Academic Consultant has been hired to support the Directors in coordinating and implementing professional development, intervention, extended learning and improvement plans.

College trips will be included in the study trip program. More training on online safety and cyber bullying will be provided.

Goal 3

Goal #3 Richmond College Preparatory (RCP) provides a high quality English learner program so that English learners meet or exceed grade level standards and reclassify within six years of enrolling at RCP.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Reclassification Rate: 14%

ELPAC Targets

Actual

RCP's rate this year is 11.5%, based on the 23 students reclassified last year. While the rate slightly exceeds the District rate of 11%, we did not meet our target of 14%. While 23 students were reclassified, the same number as the previous year, the rate also declined by 1.1% from 12.6% due to increased enrollment of ELs.

The ELPAC growth targets have not yet been established. While some results for the annual ELPAC testing have been received, we are waiting until all grade level results are returned before establishing growth targets.

Expected

Long Term English Learner (LTEL) rate: 5% or less (increase due to addition of grade 7)

Actual

RCP has an LTEL rate of 3.5% for 2017-18. While it is up slightly, it still falls within our target and is significantly less than the District, County and State rates (10.4%, 10.5% and 9.2% respectively).

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Provide professional development in the English Language Development (ELD) Standards and effective instructional practices for designated ELD and integrated ELD.

Actual Actions/Services

Professional development (PD) in integrated ELD was provided during the PD week before the opening of school. A few teachers requested and received support in designated ELD. Both integrated and designated ELD were part of the coaching conversations with Directors.

Budgeted Expenditures

\$40,579
(Duplicate Goal 1; Action2)
Supplemental/Concentration
Professional Development

Estimated Actual Expenditures

\$125,073
Professional Development

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Revise, expand and implement formative assessment program, including benchmarks, for ELD. Implement an electronic method of gathering benchmark data.

Two ELD benchmarks were administered this year after having been revised last year. Formative assessments in the programs were administered by teachers. There is still no electronic method of gathering benchmark data for ELD.

\$25,500
(Duplicate Goal 2; Action 3)
General Fund/LCFF
Student Assessment

\$15,000
Student Assessment

Action 3

Planned Actions/Services

Develop and implement system for monitoring EL progress in meeting annual English proficiency targets and EL progress in meeting annual targets in ELA and ELD to ensure EL students are reclassified within 6 years of enrolling at RCP.

Actual Actions/Services

A draft system was developed and initial implementation began in the spring.

Budgeted Expenditures

No direct costs.

Estimated Actual Expenditures

No direct costs.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Develop and implement an intervention plan for EL students not making adequate progress in meeting targets.

LTEL students and students identified as "at risk" of becoming LTEL students were identified. Initial assessments took place and plans were developed to provide targeted intervention.

\$12,500
(Duplicate Goal 2; Action 7)
Supplemental/Concentration
Supplemental Instructional
Materials & Supplies

No direct costs.

Action 5

Planned Actions/Services

Purchase supplemental materials as needed for English learners.

Actual Actions/Services

Supplemental materials for English learners as teachers identified needs.

Budgeted Expenditures

\$12,500
(Duplicate Goal 2; Action 7)
Supplemental/Concentration
Supplemental Instructional
Materials & Supplies

Estimated Actual Expenditures

\$24,879
Supplemental Instructional
Materials & Supplies

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As noted various actions were carried out in a limited manner. The monitoring and intervention plan while begun was not fully implemented. Only limited professional development specifically targeting EL students occurred. ELPAC results are still not available for analysis to set growth targets.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The low % of Long Term English Learners (LTEL) students demonstrates RCP's ability to meet the needs most English learners in getting reclassified by their 6th year of enrollment at RCP. With increasing enrollment of English learners in the primary grades at RCP, the reclassification rate declined because it is determined by the number of students reclassified within the year divided by the number of English learners enrolled. Reclassified students continue to perform well academically with 91% of them scoring at met or exceed standard on the Spring 2017 SBAC. Overall, we have not seen significant improvement in the performance of English learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school devoted more money than budgeted to developing teachers with various programming in order to meet its student achievement initiatives.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Various activities will be continued into the 2018-2019 school year. Professional development will be more robust in the next school year. The monitoring and intervention plan will be implemented. With the ELPAC results arriving this summer, an analysis will be done and targets established.

Goal 4

Goal #4 Richmond College Preparatory provides a safe, welcoming and engaging learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Attendance rates: Maintain a P2 attendance rate above 95%

Chronic Absentees: Maintain chronic absentees under 20 students

Student Surveys: Maintain 90% overall positive school experience

Actual

The P2 attendance rate for 2017-2018 is 94.27%.

The number of chronic absentees is 66.

The responses to the new survey were 69% agree or strongly agree, and 26% neutral, for a total of 93%.

Expected

Suspensions: Maintain suspensions under 5 students

Actual

DataQuest 2016-17 results: 11 students; rate of 2.4%

in 2017-18, there were 9 in-school and 9 at-home suspensions through May 31.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Implement the school-wide behavior plan. Continue the student morning meetings, Conflict Resolution, “kid safe” training and “mix it up” lunches.

Actual Actions/Services

The school-wide behavior plan was implemented. The student morning meetings, Conflict Resolution, “kid safe” training and “mix it up” lunches were provided.

Budgeted Expenditures

No direct cost

Estimated Actual Expenditures

No direct cost

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement the action plan to address attendance, parent involvement, and behavior.

The plan was implemented by the Family Engagement Coordinator, the Directors and other staff as appropriate.

\$216,672
 (Duplicate Goal 1; Action2)
 Supplemental/Concentration
 Directors:
 Compensation+benefits

 \$37,778
 Supplemental/Concentration
 Family Engagement
 Coordinator:
 Compensation+benefit

\$207,119
 Directors: Compensation +
 benefits

 \$64,760
 Family Engagement Coordinator:
 Compensation + benefits

Action 3

Planned Actions/Services

Administer the 5th/6th student survey; evaluate results; develop and implement an action plan to improve school climate and student engagement.

Actual Actions/Services

The survey was revised and administered online. The results are being evaluated for an action plan to improve school climate and student engagement. The survey used this year is also being evaluated to determine if there is a more accurate way to get the information we seek as many students used the response "neutral" to the questions.

Budgeted Expenditures

No direct cost

Estimated Actual Expenditures

No direct cost

Action 4

Planned Actions/Services

Continue to develop the mentor program for students. The Lead Teachers team will participate in the development of the program.

Actual Actions/Services

The Lead Teachers implemented a program where students needing a mentor were identified and paired with a staff member.

Budgeted Expenditures

No direct cost

Estimated Actual Expenditures

No direct cost

Action 5

Planned Actions/Services

Continue the afterschool enrichment and intervention program.

Actual Actions/Services

The after school program, a Saturday School program and a targeted intervention program were provided.

Budgeted Expenditures

\$81,159
Supplemental/Concentration
Consultants: Non-Instructional

\$177,525
Supplemental/Concentration
Consultants: Instructional

Estimated Actual Expenditures

\$204,517
Consultants: Non - Instructional

\$178,476
Consultants: Instructional

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement the Mindful Life Program and the Toolbox, including Resolving Conflicts. Provide professional development on implementing the programs throughout the school day.

All programs were provided and professional development provided to support implementation throughout the school day.

\$81,159
(Duplicate Goal 4 #5)
Supplemental/Concentration
Consultants: Non-Instructional

\$204,517
Consultants: Non - Instructional

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented for this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

RCP did not meet all of the targets we set for this goal. Our attendance fell slightly to 94.27%, just below our target of 95%. The increase in the number of chronic absentees from under 20 last year to 66 this year may be due to not including excused absences in the calculations last year.

In terms of suspensions, per the most recent DataQuest results (2016-17) the whole school rate is 2.4% (11 unduplicated students), compared to 5.9% for the District and 4.3% for the County. While the RCP rate is up from the prior year (2015-16), we are still well below the District and County rates. Last year we reported 5 suspensions; however, there were 13 suspensions, 2 students having more than one suspension. The services and actions to address suspensions appear to be effective.

The student survey was revised and an online format for responding was implemented. If the neutral responses are included, the total percent of positive responses is 93%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional non-instructional consultants were brought on to assist in running after-school and Saturday school programming.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Given the significant change in the number of chronic absentees, the plan to address attendance will be evaluated and revised. The suspension targets will be changed to the suspension rate. The student survey will be revised again to clarify the meaning of the neutral responses.

Goal 5

Goal #5 Richmond College Preparatory engages parents and families to support student success in school.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

Determine measurable outcome for attendance at parent events.

Parent Survey: 95 surveys or more returned; 90% or more rating school positively.

Actual

Attendance targets were established for the weekly Friday morning parent meetings.

The Parent Survey was delivered late May this year and surveys are still being returned. Of the 68 returned by June 13, 96% of the responses are positive.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1**Planned Actions/Services**

Continue the family engagement program with the Directors and Family Engagement Coordinator. Evaluate the results and develop and implement an action plan.

Actual Actions/Services

The Family engagement program was implemented by the Family Engagement Coordinator, with support from the Directors. The program was evaluated throughout the year and additions were made. In order to engage more African American parents, two events were held. The first was a dinner with guest speakers and breakout sessions. The guest speaker Contra Costa County School Board Member Fatima Alleyne who spoke on the importance of attending School Site Council meetings. In response to her presentation are SSC meetings went from 0 African American parents attending to 3-5 African American parents attending and 3 African American parents becoming official members. We also had an African American Parent Breakfast and Resource

Budgeted Expenditures

\$216,672
(Duplicate Goal 1; Action 2)
Supplemental/Concentration
Directors:
Compensation+benefits

\$37,778
(Duplicate Goal 4; Action2)
Supplemental/Concentration
Family Engagement
Coordinator:
Compensation+benefits

Estimated Actual Expenditures

\$207,119
Directors: Compensation +
benefits

\$64,760
Family Engagement Coordinator:
\$64,760

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Fair on Martin Luther King Day, with guest speaker WCCUSD Board Member Mister Phillips. As a result of our efforts, we saw an increase in African American parents attending the weekly Friday morning meetings from 0 participants to 3-5 participants weekly.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to develop the Friday morning parent meetings and Family Nights.

Weekly Friday morning parent meetings were held throughout the school year. Two Family Nights were held, one on math and one on literacy. Zumba classes for parents were added to Saturday School as an incentive for parents to bring their students to the intervention classes.

\$37,778
(Duplicate Goal 4; Action 2)
Supplemental/Concentration
Family Engagement
Coordinator:
Compensation+benefits

\$64,760
Family Engagement Coordinator

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Administer the parent/guardian survey annually. Evaluate the survey results and develop and implement an action plan.

Results from the end-of-year survey in 2017 were used to inform the LCAP and identify needs, concerns and interests of parents for the family engagement program this year. The annual survey was reviewed, revised and distributed. The results have not completely evaluated yet.

No direct cost

No direct cost

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services for this goal were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance at the Friday morning parent meetings remained consistently between 15-20 for the school year.

African American parent participation increased after the two targeted events. Attendance at the Family nights was between 150 and 200 parents and students. The family engagement program activities have been effective.

The robust translation and interpreting services, as well as the many bilingual staff members contribute to the engagement of Latino families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no significant changes made to this goal. The measurement for the metric for Friday morning parent meetings was established.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Updates on activities and expenditures were provided at Board meetings throughout the year. A presentation on the Annual Updates and solicitation of input and feedback were provided at a February Board meeting. The final LCAP draft was presented for approval at the June 13 meeting.

Updates on activities were provided at SSC and Friday Parent meetings throughout the year. A presentation on the Annual Updates and solicitation of input and feedback was done at January 24 SSC meeting. Parents also provided input through the parent survey. The parent survey was updated, distributed and collected.

Staff members were provided regular updates on activities at staff meetings. Their input and feedback were solicited at the meetings and a survey. The survey was administered at a staff meeting in May. Grade level teams and the Lead Teacher' team participated in the development of plans for 2017-2018 at their weekly meetings.

Staff surveys were updated, distributed and collected. A 6th grade student survey was developed, distributed and collected.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Each stakeholder group continued to provide both confirmation of the value of existing services and practices as well as recommendations for additional services and actions. The following are recommendations from the stakeholder groups that were incorporated into the LCAP:

- Continuing the professional development for teachers and instructional aides, including the focus on readers' and writers' workshops, cyber bullying and the use of technology
- Providing more support for the program for English learners
- Providing more professional development and support for teachers on ELD
- Providing more support for students performing below grade level; providing a more specific, targeted intervention program; providing more after-school intervention and coordinating it with other interventions
- Providing more professional development for instructional aides
- Increasing the parent participation opportunities
- Ensuring college trips are kept as part of the study trip program

The stakeholder groups confirmed the value and importance of the extended learning program, in particular the after school program; the use of technology in the classroom; existing professional development and Directors' role; and the benchmark assessment program as well as the positive school climate at RCP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Richmond College Preparatory provides highly quality staff, exemplary classroom instruction, standards-based or aligned materials, and facilities that

are in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

Highly qualified staff are needed to achieve academic goals for students. Students need access to CCSS ELA and Math, ELD Standards and Next Generation Science Standards materials and texts to achieve academic goals. Students need a school facility in good repair.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Staffing and Credential Report Facility Audit Annual textbook and materials Audit	100% met in each category	100% met in each category	100% met in each category	100% met in each category

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Interview and hire all needed staff.

Interview and hire all needed staff.

Interview and hire all needed staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,979,754	\$3,542,245	\$3,699,946
Source	General Fund/LCFF, Title 1	General Fund/LCFF, Title 1	General Fund/LCFF, Title 1
Budget Reference	Compensation + benefits	Compensation + benefits	Compensation + benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Provide training for all staff before the opening of school and throughout the school year, including training on the standards materials and texts.

2018-19 Actions/Services

Provide training for all staff before the opening of school and throughout the school year, including training on the standards materials and texts.

2019-20 Actions/Services

Provide training for all staff before the opening of school and throughout the school year, including training on the standards materials and texts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,579 \$216,672	1. \$95,000 2. \$217,124	1. \$97,850 2. \$227,766
Source	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
Budget Reference	1. Professional Development 2. Directors: compensation+benefits	1. Professional Development 2. Directors: compensation+benefits	1. Professional Development 2. Directors: compensation+benefits

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Complete the annual audit of teacher credentials and assignments. Address any misassignments.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount	No direct cost		
Source	No direct cost		
Budget Reference	No direct cost		

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement the bonus program to retain high quality teachers.

Continue to implement the bonus program to retain high quality teachers.

Continue to implement the bonus program to retain high quality teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,974	\$17,915	\$18,738
Source	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
Budget Reference	Compensation BONUS	Compensation BONUS	Compensation BONUS

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Complete the annual text and materials audit. Purchase any needed texts and materials.

Complete the annual text and materials audit. Purchase any needed texts and materials.

Complete the annual text and materials audit. Purchase any needed texts and materials.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$45,000

\$54,000

\$30,000

Source

General Fund/LCFF

General Fund/LCFF

General Fund/LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Approved Textbooks & Core Curricula Materials	Approved Textbooks & Core Curricula Materials	Approved Textbooks & Core Curricula Materials

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct annual audit of school facility. Make any identified repairs or changes. Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes

Conduct annual audit of school facility. Make any identified repairs or changes. Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes

Conduct annual audit of school facility. Make any identified repairs or changes. Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,566	\$9,000	\$9,270
Source	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
Budget Reference	Repairs & Maintenance: Building	Repairs & Maintenance: Building	Repairs & Maintenance: Building

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Richmond College Preparatory (RCP) provides an exemplary instructional program to ensure all students met or exceed grade level standards and achieve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

Slightly less than half of all RCP students met or exceeded grade level standards as measured on the SBAC in 2017. There was no significant improvement in performance from 2016. There is a need to ensure all students meet this goal.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Math Benchmarks ELA Benchmarks	New system: targets are being determined	The targets were determined. Math 53% ELA 57%	Math 61% ELA 65%	Math 69% ELA 73%
SBAC ELA SBAC Math	43% met or exceeded 41% met or exceeded	52% met or exceeded 49% met or exceeded	53% met or exceeded 51% met or exceeded	61% met or exceeded 59% met or exceeded
DRA	61% reading at or above grade level	70% reading at or above grade level	70% reading at or above grade level	75% reading at or above grade level

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement the professional development plan for CCSS, the benchmark assessments, classroom management, and use of formative and summative assessment results to inform instruction.

Implement the professional development plan for CCSS, the benchmark assessments, classroom management, and use of formative and summative assessment results to inform instruction.

Implement the professional development plan for CCSS, the benchmark assessments, classroom management, and use of formative and summative assessment results to inform instruction.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount	1. \$40,579 (Duplicate Goal 1;Action 2) 2. \$216,672 (Duplicate Goal 1; Action2)	1. \$95,000 (Duplicate Goal 1;Action 2) 2. \$217,124 (Duplicate Goal 1; Action2)	1. \$97,850 (Duplicate Goal 1;Action 2) 2. \$227,766 (Duplicate Goal 1; Action2)
Source	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
Budget Reference	1. Professional Development 2. Directors: Compensations+benefits	1. Professional Development 2. Directors: Compensations+benefits	1. Professional Development 2. Directors: Compensations+benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Continue the Guided Reading program within the ELA program. Continue the writing program to augment the ELA program. Provide needed materials and Lucy Caulkins professional development in Guided Reading

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue the Writing and Reading Workshop programs within the ELA program. Provide needed supplemental materials, Lucy Caulkins professional development and on-going coaching in implementation.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue the Writing and Reading Workshop programs within the ELA program. Provide needed supplemental materials, Lucy Caulkins professional development and on-going coaching in implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$40,579 (Duplicate Goal 1; Action2) 2. \$22,500	1. \$95,000 (Duplicate Goal 1; Action2) 2. \$32,725	1. \$97,850 (Duplicate Goal 1; Action2) 2. \$28,557
Source	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	1. Professional Development 2. Supplemental Materials&Supplies	1. Professional Development 2. Supplemental Materials&Supplies	1. Professional Development 2. Supplemental Materials&Supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue the benchmark assessment program, including academic conferencing and action plans.

Continue the benchmark assessment program, including academic conferencing and action plans.

Continue the benchmark assessment program, including academic conferencing and action plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,500	\$15,450	\$15,914
Source	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
Budget Reference	Student Assessment	Student Assessment	Student Assessment

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue the study trip program, including college visits.

Continue the study trip program, including college visits.

Continue the study trip program, including college visits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,500	\$37,355	\$38,476
Source	General Funds/LCFF	General Funds/LCFF	General Funds/LCFF
Budget Reference	Field Trip Expenses	Field Trip Expenses	Field Trip Expenses

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement the PFT action plan. Review the 2016 -17 PFT results and update the PFT action plan. Implement the PFT action plan.

Continue to implement the PFT action plan. Review the 2017-18 PFT results and update the PFT action plan. Implement the PFT action plan.

Continue to implement the PFT action plan. Review the 2018-19 PFT results and update the PFT action plan. Implement the PFT action plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,880	\$3,000	\$3,090
Source	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
Budget Reference	PE Supplies	PE Supplies	PE Supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Utilize the two Directors of Curriculum and Instruction to provide job-embedded professional development for teachers and instructional aide, including implementing Professional Learning Communities and grade-level collaboration meetings to focus on the needs of low income, foster youth, English learners and redesignated students.

2018-19 Actions/Services

Utilize the two Directors of Curriculum and Instruction to provide job-embedded professional development for teachers and instructional aide, including implementing Professional Learning Communities and grade-level collaboration meetings to focus on the needs of low income, foster youth, English learners and redesignated students.

2019-20 Actions/Services

Utilize the two Directors of Curriculum and Instruction to provide job-embedded professional development for teachers and instructional aide, including implementing Professional Learning Communities and grade-level collaboration meetings to focus on the needs of low income, foster youth, English learners and redesignated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$216,672 (Duplicate Goal 1; Action2)	\$217,124 (Duplicate Goal 1; Action2)	\$227,766 (Duplicate Goal 1; Action2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Directors: Compensation+benefits	Directors: Compensation+benefits	Directors: Compensation+benefits

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement the grades TK/K- 3 Response to Intervention plan. Develop and implement a plan for Response to Intervention and Instruction for grades 4-6.

Implement the grades TK/K- 6 Response to Intervention plan. Develop a plan for Response to Intervention for grades 7 and 8.

Implement the grades TK/K- 8 Response to Intervention plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,500	\$32,725	\$28,577
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue the I-Ready computer program for students needing intervention in ELA and math.

Continue the Achieve3000 program for intervention in ELA. Use the Kahn Academy Prodigy program for intervention in math.

Continue the Achieve3000 program for intervention in ELA. Use the Kahn Academy Prodigy program for intervention in math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,500 (Duplicate Goal 2; Action 7)	\$32,725 (Duplicate Goal 2; Action 7)	\$28,557 (Duplicate Goal 2; Action 7)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide an instructional aide in each classroom to support differentiated instruction.

Continue to provide an instructional aide in each classroom to support differentiated instruction.

Continue to provide an instructional aide in each classroom to support differentiated instruction.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$793,217

\$993,369

\$1,032,419

Source	Supplemental/Concentration & Title I	Supplemental/Concentration & Title I	Supplemental/Concentration & Title I
Budget Reference	Instructional Aides: Compensation + benefits	Instructional Aides: Compensation + benefits	Instructional Aides: Compensation + benefits

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide intervention opportunities within the extended learning program, e.g. after school and Saturdays.

Provide intervention opportunities within the extended learning program, e.g. after school and Saturdays.

Provide intervention opportunities within the extended learning program, e.g. after school and Saturdays.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$35,771 2. \$101,293	1. \$35,265 2. \$71,876	1. \$36,364 2. \$74,032
Source	1. Supplemental/Concentration 2. Supplemental/Concentration & ASES	1. Supplemental/Concentration 2. Supplemental/Concentration & ASES	1. Supplemental/Concentration 2. Supplemental/Concentration & ASES
Budget Reference	1. Summer School Staff 2. After School/Sat. Staff	1. Summer School Staff 2. After School/Sat. Staff	1. Summer School Staff 2. After School/Sat. Staff

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide ongoing professional development for teachers in internet safety, cyber bullying, online classroom management, and computer-assisted instruction. Additionally, provide training in using electronic diagnostics to assess students for intervention. Also provide training and support for teachers in conducting student-led conversations on internet safety and cyber bullying.

Provide ongoing professional development for teachers in internet safety, cyber bullying, online classroom management, and computer-assisted instruction. Additionally, provide training in using electronic diagnostics to assess students for intervention. Also provide training and support for teachers in conducting student-led conversations on internet safety and cyber bullying.

Provide ongoing professional development for teachers in internet safety, cyber bullying, online classroom management, and computer-assisted instruction. Additionally, provide training in using electronic diagnostics to assess students for intervention. Also provide training and support for teachers in conducting student-led conversations on internet safety and cyber bullying.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$216,672 (Duplicate Goal 1; Action2)	\$217,124 (Duplicate Goal 1; Action2)	\$227,766 (Duplicate Goal 1; Action2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Directors: Compensation+benefit	Directors: Compensation+benefit	Directors: Compensation+benefit

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Increase the use of technology to support collaboration, professional development and the use of data.

2018-19 Actions/Services

Increase the use of technology to support collaboration, professional development and the use of data.

2019-20 Actions/Services

Increase the use of technology to support collaboration, professional development and the use of data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$45,750	\$35,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Computers & Technology	Computers & Technology	Computers & Technology

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Purchase Chrome Books and other classroom technology to support curriculum and instruction, e.g. LCD projectors, document cameras, smart boards computer programs and licenses, e.g. I-Ready.

2018-19 Actions/Services

Purchase Chrome Books and other classroom technology to support curriculum and instruction, e.g. LCD projectors, document cameras, smart boards computer programs and licenses.

2019-20 Actions/Services

Purchase Chrome Books and other classroom technology to support curriculum and instruction, e.g. LCD projectors, document cameras, smart boards computer programs and licenses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000 (Duplicate Goal 2; Action12)	\$45,750 (Duplicate Goal 2; Action12)	\$35,000 (Duplicate Goal 2; Action12)
Source	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
Budget Reference	Computers&Technology	Computers&Technology	Computers&Technology

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase supplemental materials as needed to support instruction and intervention.

Purchase supplemental materials as needed to support instruction and intervention.

Purchase supplemental materials as needed to support instruction and intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,500 (Duplicate Goal 2; Action7)	\$32,725 (Duplicate Goal 2; Action7)	\$28,557 (Duplicate Goal 2; Action7)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Spring 2018 hire a consultant to provide recommendations for improvement.

An Academic Consultant will work with the Directors of Curriculum and Instruction to effectively coordinate and implement the professional development, extended learning and interventions plans as well as to address recommendations from the improvement plan developed in spring 2018.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	150,000	
Source	LCFF General Fund	LCFF General Fund	
Budget Reference	Consultants - Instructional	Consultants - Instructional	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Richmond College Preparatory (RCP) provides a high quality English learner program so that English learners meet or exceed grade level standards and reclassify within six years of enrolling at RCP.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Identified Need:

English learners (EL) need to develop full proficiency in English in order to meet or exceed grade level standards and be successful in the academic setting.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC	To be determined	To be determined pending first annual ELPAC results	TBA	TBA

LTEL rate	3%	5% or less (increase due to addition of grade 7)	6% or less (increase due to addition of grade 8)	6% or less
Reclassification rate	(25 students) 13.3%	14%	15%	16%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide professional development in the ELD Standards and effective instructional practices for designated ELD and integrated ELD.

Provide professional development in the ELD Standards and effective instructional practices for designated ELD and integrated ELD.

Provide professional development in the ELD Standards and effective instructional practices for designated ELD and integrated ELD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,579 (Duplicate Goal 1; Action2)	\$95,000 (Duplicate Goal 1; Action2)	\$97,850 (Duplicate Goal 1; Action2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Development	Professional Development	Professional Development

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students, Specific Student Groups, English learners

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Revise, expand and implement formative assessment program, including benchmarks, for ELD. Implement an electronic method of gathering benchmark data.

2018-19 Actions/Services

Revise, expand and implement formative assessment program, including benchmarks, for ELD. Implement an electronic method of gathering benchmark data.

2019-20 Actions/Services

Implement formative assessment program, including benchmarks, for ELD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,500 (Duplicate Goal 2; Action 3)	\$15,450 (Duplicate Goal 2; Action 3)	\$15,914 (Duplicate Goal 2; Action 3)
Source	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
Budget Reference	Student Assessment	Student Assessment	Student Assessment

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Specific Student Groups, English learners

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Develop and implement system for monitoring EL progress in meeting annual English proficiency targets and EL progress in meeting annual targets in ELA and ELD to ensure EL students are reclassified within 6 years of enrolling at RCP.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Complete the development and implement the system for monitoring EL progress in meeting annual English proficiency targets and EL progress in meeting annual targets in ELA and ELD to ensure EL students are reclassified within 6 years of enrolling at RCP.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Implement system for monitoring EL progress in meeting annual English proficiency and ELA targets toward reclassification.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Direct Costs	No Direct Costs	No Direct Costs
Source	No Direct Costs	No Direct Costs	No Direct Costs
Budget Reference	No Direct Costs	No Direct Costs	No Direct Costs

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop and implement an intervention plan for EL students not making adequate progress in meeting targets.

Complete the development of the intervention plan for EL students not making adequate progress in meeting targets and implement the plan.

Implement the intervention plan for EL students not making adequate progress in meeting targets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,500 (Duplicate Goal 2; Action 7)	\$32,725 (Duplicate Goal 2; Action 7)	\$28,557 (Duplicate Goal 2; Action 7)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase supplemental materials as needed for English learners.

Purchase supplemental materials as needed for English learners.

Purchase supplemental materials as needed for English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,500 (Duplicate Goal 2; Action 7)	\$32,725 (Duplicate Goal 2; Action 7)	\$28,557 (Duplicate Goal 2; Action 7)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Richmond College Preparatory provides a safe, welcoming and engaging learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

Improved student engagement is needed to increase student achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Attendance rates	95.08% P2	Maintain a P2 attendance rate above 95%	Maintain a P2 attendance rate above 95%	Maintain a P2 attendance rate above 95%
Chronic Absentees	17 students	Maintain chronic absentees under 20 students	Maintain chronic absentees under 25 (increase due to addition of grades 7 & 8)	Maintain chronic absentees under 25 (increase due to addition of grades 7 & 8)
Student Surveys	90% overall positive school experience	Maintain 90% overall positive school experience.	Maintain 90% overall positive school experience.	Maintain 90% overall positive school experience.
Suspensions	3 students	Under 5 students	Maintain the suspension rate under 5%	Maintain the suspension rate under 5%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement the school-wide behavior plan. Continue the student Morning meetings, Conflict Resolution, “kid safe” training and “mix it up” lunches.

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	No Direct Costs		
Source	No Direct Costs		
Budget Reference	No Direct Costs		

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement the action plan to address attendance, parent involvement, and behavior.

Implement the action plan to address attendance, parent involvement, and behavior.

Implement the action plan to address attendance, parent involvement, and behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$216,672 (Duplicate Goal 1; Action2) 2. \$37,778	1. \$227,124 (Duplicate Goal 1; Action2) 2. \$67,144	1. \$227,766 (Duplicate Goal 1; Action2) 2. \$69,668
Source	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
Budget Reference	1. Directors: Compensation+benefits 2. Family Engagement Coordinator: Compensation+benefit	1. Directors: Compensation+benefits 2. Family Engagement Coordinator: Compensation+benefit	1. Directors: Compensation+benefits 2. Family Engagement Coordinator: Compensation+benefit

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Administer the 5th/6th student survey; evaluate results; develop and implement an action plan to improve school climate and student engagement.

Administer the student survey to grades 6-8; evaluate results; develop and implement an action plan to improve school climate and student engagement.

Administer the student survey to grade 6-8; evaluate results; develop and implement an action plan to improve school climate and student engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No direct costs	No direct costs	No direct costs
Source	No direct costs	No direct costs	No direct costs
Budget Reference	No direct costs	No direct costs	No direct costs

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to develop the mentor program for students. The Lead Teachers team will participate in the development of the program.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No direct costs		
Source	No direct costs		
Budget Reference	No direct costs		

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue the afterschool enrichment and intervention program.

2018-19 Actions/Services

Continue the afterschool enrichment and intervention program.

2019-20 Actions/Services

Continue the afterschool enrichment and intervention program.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

1. \$81,159
2. \$177,525

1. \$88,000
2. \$476,180

1. \$90,640
2. \$335,965

Source	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
Budget Reference	1. Consultants: Non-instructional 2. Consultants: Instructional	1. Consultants: Non-instructional 2. Consultants: Instructional	1. Consultants: Non-instructional 2. Consultants: Instructional

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement the Mindful Life Program and the Toolbox, including Resolving Conflicts. Provide professional development on implementing the programs throughout the school day.

Continue to implement the Mindful Life Program and the Toolbox, including Resolving Conflicts. Provide professional development on implementing the programs throughout the school day.

Continue to implement the Mindful Life Program and the Toolbox, including Resolving Conflicts. Provide professional development on implementing the programs throughout the school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,159 (Duplicate Goal 4, Action 5)	\$88,000 (Duplicate Goal 4, Action 5)	\$90,640 (Duplicate Goal 4, Action 5)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Consultants: Non-Instructional	Consultants: Non-Instructional	Consultants: Non-Instructional

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

Richmond College Preparatory engages parents and families to support student success in school.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Parent involvement is an integral component in student success.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Attendance at
parent events

to be determined

average attendance: 17

average attendance: 19

average attendance: 21

Parent Survey

86 received
90% rating the school
positively

95 received
90% or more rating the
school positively

105 received
90% or more rating the
school positively

115 received
90% or more rating the
school positively

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue the family engagement program with the Directors and Family Engagement Coordinator. Evaluate the results and develop and implement an action plan.

2018-19 Actions/Services

Continue the family engagement program with the Directors and Family Engagement Coordinator. Evaluate the results and develop and implement an action plan.

2019-20 Actions/Services

Continue the family engagement program with the Directors and Family Engagement Coordinator. Evaluate the results and develop and implement an action plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$216,672 (Duplicate Goal 1; Action 2) 2. \$37,778 (Duplicate Goal 4; Action2)	1. \$217,124 (Duplicate Goal 1; Action 2) 2. \$67,144 (Duplicate Goal 4; Action2)	1. \$227,766 (Duplicate Goal 1; Action 2) 2. \$69,688 (Duplicate Goal 4; Action2)
Source	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
Budget Reference	1. Directors: Compensation+benefits 2. Family Engagement Coordinator: Compensation+benefits	1. Directors: Compensation+benefits 2. Family Engagement Coordinator: Compensation+benefits	1. Directors: Compensation+benefits 2. Family Engagement Coordinator: Compensation+benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Continue to develop the Friday Morning
parent meetings and Family Nights.

2018-19 Actions/Services

Continue to develop and implement the
Friday Morning parent meetings and Family
Nights.

2019-20 Actions/Services

Continue to develop and implement the
Friday Morning parent meetings and Family
Nights.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,778 (Duplicate Goal 4; Action 2)	\$67,144 (Duplicate Goal 4; Action 2)	\$69,668 (Duplicate Goal 4; Action 2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Family Engagement Coordinator: Compensation+benefits	Family Engagement Coordinator: Compensation+benefits	Family Engagement Coordinator: Compensation+benefits

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Administer the parent/guardian survey annually. Evaluate the survey results and develop and implement an action plan.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No direct costs		
Source	No direct costs		
Budget Reference	No direct costs		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$801,004

Percentage to Increase or Improve Services

25.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

88% of the students at Richmond College Preparatory are low income students, English learners or foster youth. With such a high concentration of unduplicated students, RCP expends the Supplemental and Concentration grant funds schoolwide on the following:

- The two Director of Curriculum and Instruction positions provided job-embedded professional development to ensure all teachers and instructional aides are able to provide effective differentiated instruction to meet the needs of each student. Additional professional development is provided through consultants. A consultant also evaluated programs and services and created an improvement plan.
- The Lucy Caulkins Reading and Writing Workshops professional development included coaching for every teacher and addressed meeting the needs of these students.
- The intervention program addresses the needs of each student and includes the Achieve3000 program, the tutoring for target students, and extended learning in after-school, Saturdays and summer school programs.
- Additional materials, supplies and technology are purchased to support effective instruction and intervention.

- Parental outreach is provided through the Family Engagement Coordinator.
- Instructional aides are provided in each classroom to support differentiated instruction.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$883,189

27.12%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

88% of the students at Richmond College Preparatory are low income students, English learners or foster youth. With such a high concentration of unduplicated students, RCP expends the Supplemental and Concentration grant funds schoolwide on the following:

- The two Director of Curriculum and Instruction positions provided job-embedded professional development to ensure all teachers and instructional aides are able to provide effective differentiated instruction to meet the needs of each student. Additional professional development is provided through consultants. An academic coach consultant will work with the Directors to address the improvement plan, working on coherence and implementation.
- The Lucy Caulkins Reading and Writing Workshops professional development included coaching for every teacher and addressed meeting the needs of these students.
- The intervention program addresses the needs of each student and includes the Achieve3000 program, the tutoring for target students, and extended learning in after-school, Saturdays and summer school programs.
- Additional materials, supplies and technology are purchased to support effective instruction and intervention.
- Parental outreach is provided through the Family Engagement Coordinator.
- Instructional aides are provided in each classroom to support differentiated instruction.