

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richmond College Preparatory

CDS Code: 07617960110973

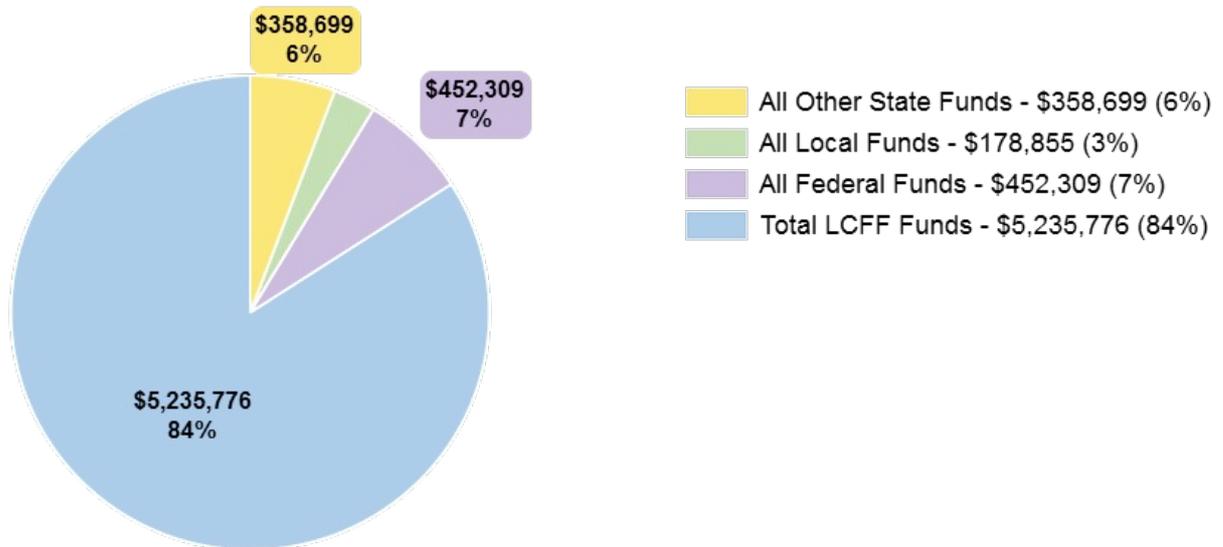
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Peppina Liano | [pliano@rcpschools.org](mailto:pliano@rcpschools.org) | (510) 235-2066

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

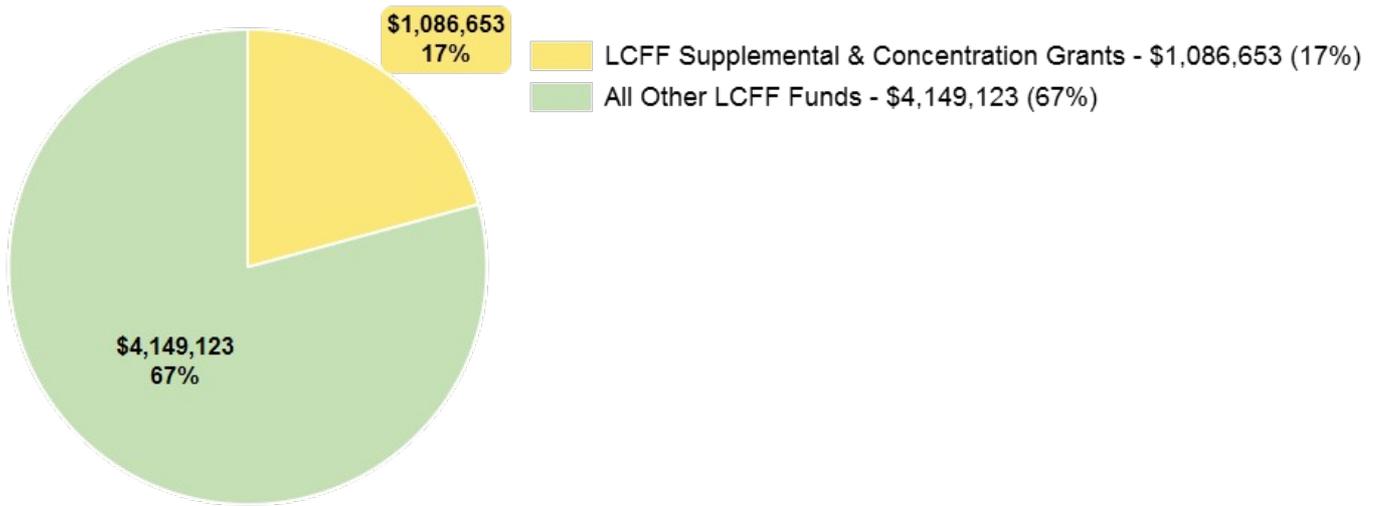
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$358,699	6%
All Local Funds	\$178,855	3%
All Federal Funds	\$452,309	7%
Total LCFF Funds	\$5,235,776	84%

## Breakdown of Total LCFF Funds



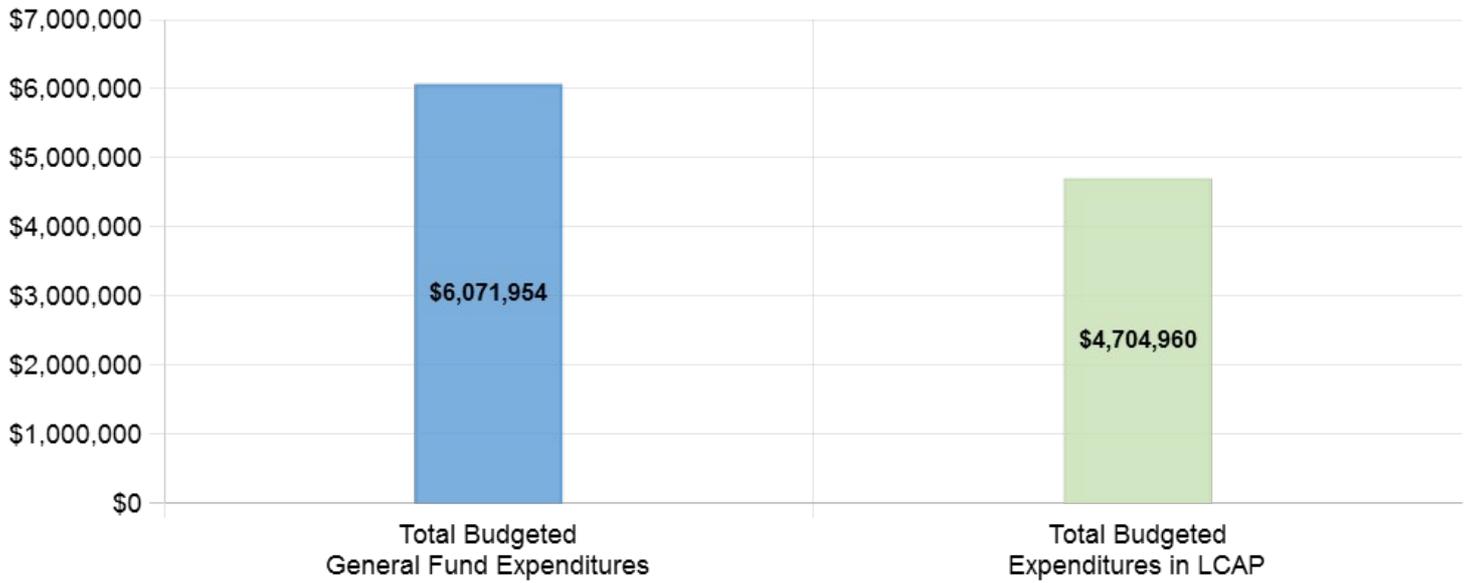
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,086,653	17%
All Other LCFF Funds	\$4,149,123	67%

*These charts show the total general purpose revenue Richmond College Preparatory expects to receive in the coming year from all sources.*

The total revenue projected for Richmond College Preparatory is \$6,225,639, of which \$5,235,776 is Local Control Funding Formula (LCFF), \$358,699 is other state funds, \$178,855 is local funds, and \$452,309 is federal funds. Of the \$5,235,776 in LCFF Funds, \$1,086,653 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$6,071,954
Total Budgeted Expenditures in LCAP	\$4,704,960

*This chart provides a quick summary of how much Richmond College Preparatory plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Richmond College Preparatory plans to spend \$6,071,954 for the 2019-20 school year. Of that amount, \$4,704,960 is tied to actions/services in the LCAP and \$1,366,994 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There are general operational costs that are not included in the LCAP, such as janitorial, printing, food, phones, and utilities.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Richmond College Preparatory is projecting it will receive \$1,086,653 based on the enrollment of foster youth, English learner, and low-income students. Richmond College Preparatory must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Richmond College Preparatory plans to spend \$1,086,654 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



### Source

### Funds

Total Budgeted Expenditures for High Needs Students in the LCAP

\$1,076,194

Estimated Actual Expenditures for High Needs Students in LCAP

\$1,076,194

*This chart compares what Richmond College Preparatory budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Richmond College Preparatory estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Richmond College Preparatory's LCAP budgeted \$1,076,194 for planned actions to increase or improve services for high needs students. Richmond College Preparatory estimates that it will actually spend \$1,076,194 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

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

Peppina Liano

Executive Director

## Email and Phone

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## 2017-20 Plan Summary

### The Story

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

Richmond College Preparatory 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 Preparatory currently serves 549 students as of June 1, 2019. The student population is comprised of approximately 25.3% African American, 70.9% Latino, .6% Asian, .4 American Indian/Alaska Native, .2 Filipino, .4% Pacific Islander and 1.5% two or more races. 39.9% 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 30 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 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 the 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 California School Dashboard, 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 Rubric.

Richmond College Preparatory (RCP) had significant growth in both English Language Arts (ELA) and Math, moving into the green level on the California School Dashboard in both categories. In ELA we increased by 17.9 points, falling one point above standard. In Math we increased by 14.8 points, falling 1.3 points above standard. While our African American student group was in the yellow level, it had moved up from the orange level in 2017 and increased performance by 9.8 points.

During the 2018-2019 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 on the spring administration, in math was 49%, an increase of 4% since the fall administration, and in ELA 54%, an increase of 9%. While there was progress in both math and ELA from the fall, we did not make our outcome target. In general, teachers with one or more years of prior teaching saw the most improvement in their students' scores.

This year RCP was recognized by the nonprofit Innovate Public Schools on their latest list of the Top Schools Bay Area Public Schools for Under-served Students, which identifies schools that are making significant strides toward closing achievement gaps for low-income Latino and low-income African American students. Out of more than 1,200 Bay Area public schools, we were one of only 52 schools to receive this honor. We were also rated as one of the top 5 schools in the Bay Area. Additionally, RCP is on the California Honor Roll for 2017-2018. RCP received a grant from the Close Up Foundation and was able to send 12 middle school students on a study trip to Washington DC. Six of our 8th grade students received scholarships for private high schools. Five students have been accepted by Better Chance Schools, which helps academically-talented students of color access the best educational opportunities in private and public college preparatory schools.

Referring to the California School Dashboard, 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

While RCP made significant growth last year in student performance in both math and ELA, student performance in ELA and math remain a concern. Our MAP scores did not show as much growth this year

as they did last year.

The RCP long-term English learner rate is low; however, we continue to see a need to focus on our EL program to ensure all of our English learners meet the goals we have established.

While the Suspension indicator is in the yellow level, RCP's suspension rate of 2.5% remains below the District, County and State rates. For 2017-2018 there was an over-representation of African American students with a 6.3% rate compared to 1.1% for Latino students. 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.

Chronic absenteeism continues to be a challenge. After an analysis of our attendance rates and our attendance reporting practices, we discovered some discrepancies in how tardies are reported. We anticipate that the chronic absenteeism rate will improve with accurate reporting practices. Additional resources are also be dedicated to reducing the tardies and focusing on the importance of attendance in general.

Referring to the California School Dashboard, 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

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

## LCAP Year Reviewed:

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

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% met in each category:  
Annual Staffing and Credential Report  
Facility Audit  
Annual textbook and materials Audit

### Actual

100% met in each category

## 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

\$3,542,245

#### Estimated Actual Expenditures

\$3,440,699

### 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

1. \$95,000  
2. \$217,124

#### Estimated Actual Expenditures

1. \$69,000  
2. \$174,584

### 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 was completed. No misassignments were found. All teachers have teaching authorizations.

No direct cost

No direct cost

### Action 4

#### Planned Actions/Services

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

#### Actual Actions/Services

The bonus program is being implemented in June.

#### Budgeted Expenditures

\$17,915

#### Estimated Actual Expenditures

\$4,500

### Action 5

#### Planned Actions/Services

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

#### Actual Actions/Services

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

#### Budgeted Expenditures

\$54,000

#### Estimated Actual Expenditures

\$58,609

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

Repairs were made as needed when identified throughout the school year. Audit of school facility found RCP to be in good or exemplary condition.

\$9,000

\$9,000

## 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 for Goal 1 are completed.

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

The actions taken with 100% of the teachers appropriately credentialed. 100% of RCP students were provided with Common Core State Standards' 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.

Staffing costs were lower than originally budgeted because of the departure of the certificated counselor and multiple staff being out on leave at some point in the year for parental leave or health leave. Costs for Professional Development were also lower than budgeted because of more cost-friendly vendors. Additionally the Directors provided training that had previously been provided by an outside agency.

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.

No changes were made.

## 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:**

## Annual Measurable Outcomes

### Expected

Math Benchmarks (MAP) 61%

ELA Benchmarks (MAP) 65%

### Actual

Math Benchmarks (MAP) 49%

ELA Benchmarks (MAP) 54%

While we did not meet our expected outcomes, there was growth in both math and ELA from the fall administrations to the spring administrations.

**Expected**

SBAC ELA 53% met or exceeded

SBAC MATH 51% met or exceeded

DRA 70% reading at or above grade level

**Actual**

Richmond College Preparatory met the SBAC targets for both ELA and Math. In ELA 54.17% of all students performed at levels 3 and 4, "Standard Met" and "Standard Exceeded" respectively. In Math 53.15% of all students performed at levels 3 and 4, "Standard Met" and "Standard Exceeded" respectively.

71% of all students are reading at or above grade level as measured on the spring administration of the Developmental Reading Assessment (DRA).

**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**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

1. \$95,000  
(Duplicate Goal 1; Action 2)  
2. \$217,124  
(Duplicate Goal 1; Action2)

1. \$69,000  
2. \$174,584

## Action 2

### Planned 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.

### Actual Actions/Services

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

### Budgeted Expenditures

1. \$95,000  
(Duplicate Goal 1; Action2)  
2. \$32,725

### Estimated Actual Expenditures

1. \$69,000  
2. \$32,725

## 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 assessment program, including academic conferencing and action plans, continued. Measures of Academic Progress (MAP) was used for the ELA and Math benchmarks. There were three benchmark assessments administered for ELA and Math. ELD benchmarks were administered three times. The administration of the final ELD benchmark was a pilot of a writing prompt developed for the third ELD benchmark.

\$15,450

\$10,000

### 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. The summer school program includes a trip to UC Berkeley for all students.

#### Budgeted Expenditures

\$37,355

#### Estimated Actual Expenditures

\$37,355

### Action 5

**Planned Actions/Services**

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

**Actual Actions/Services**

The physical fitness action plan for 2018-2019 was implemented after being updated based on the 2017-18 Physical Fitness Test (PFT) results. The 2017-2018 PFT results showed significant growth in aerobic capacity and body composition. In aerobic capacity student performance went from 46.2% of students in the Healthy Fitness Zone in 2016-2017 to 66.7% of students in 2017-2018. In body composition in 2016-2017 38.5% of students were in the Healthy Fitness Zone. In 2017-2018 the percentage increased to 63.2%. We are anticipating continued growth in our 2018-2019 results.

**Budgeted Expenditures**

\$3,000

**Estimated Actual Expenditures**

\$5,000

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

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.

\$217,124  
(Duplicate Goal 1; Action2)

\$174,584

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

The Response to Intervention plan continues to rely on the Learning Center. Additionally, the teachers and instructional aides provided in-class intervention using intervention materials available in the base programs. Focal students were identified by teachers in intense intervention. Focal students were those scoring between the 35th and 55th percentile on the MAP assessments. Khan Academy for math and Achieve3000 for ELA are also part of the intervention program.

\$32,725

\$32,725

## Action 8

### Planned Actions/Services

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

### Actual Actions/Services

As planned, the Achieve3000 program was used for intervention in ELA and the Kahn Academy Prodigy program was used for intervention in math.

### Budgeted Expenditures

\$32,725  
(Duplicate Goal 2; Action 7)

### Estimated Actual Expenditures

\$32,725

## 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 class to support differentiated instruction. Two classes at one grade level had to share one instructional aide for part of the school year until another instructional aide was found.

**Budgeted Expenditures**

\$993,369

**Estimated Actual Expenditures**

\$1,015,265

**Action 10**

**Planned Actions/Services**

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

**Actual Actions/Services**

Saturday School was provided from September through May. Both Saturday School and the after school program provided intervention opportunities for students. Summer school will also be provided in July.

**Budgeted Expenditures**

- 1. \$35,265
- 2. \$71,876

**Estimated Actual Expenditures**

- 1. \$46,490
- 2. \$58,000

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

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. At middle school students participated in a cyber bullying class.

\$217,124  
(Duplicate Goal 1; Action2)

\$174,584

**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**

\$45,750

**Estimated Actual Expenditures**

\$50,750

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Chrome books, licenses and other technology were purchased.

\$45,750  
(Duplicate Goal 2; Action12)

\$50,750

**Action 14**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Purchase supplemental materials as needed to support instruction and intervention.

Materials were purchased as needed.

\$32,725  
(Duplicate Goal 2; Action7)

\$32,725

**Action 15**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

The Academic Consultant worked with the Directors of Curriculum and Instruction throughout the year. Recommendations from the 2018 improvement plan were implemented. The Academic Consultant supported the Directors in implementing professional development, a revised teacher evaluation form and process, and extended learning and intervention plans.

150,000

\$150,000

**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 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 across the grade levels. Instructional aides were provided in all classes to support differentiated instruction and in-class interventions.

The benchmark formative assessment program was implemented with the exception of the planned writing benchmarks. While they were not administered this year due to challenges in the schedule, they will be administered during the 2019-2020 school year.

The Academic Coach supported the Directors in their work coaching teachers and in implementing the improvement plan created in the spring of 2018.

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

RCP met its SBAC targets for growth from 2017 to 2018 in both math and ELA. The spring DRA target for reading proficiency was also met. While the MAP benchmark targets were not met, the overall average increased from fall to spring administrations in both math and ELA. While first year and struggling teachers received significant support from the Directors and the Academic Coach, in general those classes did not make significant progress from fall to spring on the MAP. There were also significant absences in some grade levels that impacted the coaching and student achievement.

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.

More cost-friendly instructional materials and books & supplies were sourced than budgeted. In addition, additional money was spent on the Saturday School program as needed, while an expense contractor for After-School Programming was traded off for a staff-run program in which staff earned stipends.

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.

While no significant changes were made to this goal, the Executive Director and Directors will review intervention plans in August to determine what changes, if any, need to be implemented to continue to increase the percent of students meeting or exceeding grade level standards.

# 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

ELPAC: TBA

Long-Term English Learner (LTEL) rate: 6% or less (increase due to addition of grade 8)

## Actual

The annual measurable outcome is still pending the annual ELPAC results after the change in scoring made in January 2019. All ELPAC results for 2019 have not yet been received. After they are received, growth targets will be established.

RCP has an LTEL rate of 3.5% for 2017-18. There are no official data available for 2018-19 yet. Based on our calculations we anticipate we will meet our target of 6% or less for 2018-2019.

**Expected**

Reclassification rate: 15%

**Actual**

For 2018-19 RCP's reclassification rate was 15.1%, meeting our target. DataQuest reports that rate based on 36 reclassified students. Additional students were reclassified during the school year.

## **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**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Some professional development was provided in designated ELD during the professional development 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. The EL Coordinator/Librarian participated in professional development in EL programs and services. The Directors and a cadre of teachers were signed up for a training in designated ELD but were unable to attend.

\$95,000  
(Duplicate Goal 1; Action2)

\$69,000

**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.

The two existing ELD benchmarks were administered. The writing portion of the third ELD benchmark was developed and administered. There is still no electronic method of gathering benchmark data for ELD; however, a plan was developed to gather benchmark data electronically next year.

\$15,450  
(Duplicate Goal 2; Action 3)

\$10,000

### Action 3

#### Planned 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.

#### Actual Actions/Services

The system for monitoring EL progress was developed and implemented. The monitoring was incorporated into an existing form and practice for monitoring student progress in math and English language arts as they move from grade level to grade level. The system will be refined next year as we expand its use.

#### Budgeted Expenditures

No Direct Costs

#### Estimated Actual Expenditures

No Direct Costs

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

The development of the intervention plan for EL students not making adequate progress in meeting targets was not completed. While there was continued work on the plan started in 2017-2018, the plan is still not complete.

\$32,725  
(Duplicate Goal 2; Action 7)

\$32,725

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Purchase supplemental materials as needed for English learners.

Supplemental materials were purchased for newcomer English learners and Long-Term English learners (LTEL).

\$32,725  
(Duplicate Goal 2; Action 7)

\$32,725

**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 plans are not fully implemented. While some professional development specifically targeting EL students, more is needed and planned for the 2019-2020 school year.

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

The low percentage of Long Term English Learners (LTEL) students demonstrates RCP's ability to meet the needs of most English learners to ensure they are reclassified by their 6th year of enrollment at RCP. RCP continues to focus on reclassification and we met our target of 15% reclassification rate. With an increasing EL population in our primary grades, we believe our reclassification rate represents a success since the calculation is based on the number of students reclassified divided by the total number of ELs. The growing population of primary ELs impacts the rate. Our overall percent of EL students has declined from last year because of the number of students reclassified. Our reclassified students continue to perform well academically. 85% of reclassified students performed at "met" or "exceeded" standard in ELA; 81% in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional Development costs were lower than budgeted.

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 robust professional development in designated and integrated ELD is planned starting in the August professional development week. The monitoring and intervention plan will be implemented and revised. With the ELPAC results arriving this summer, an analysis will be done and targets

established.

# 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

Maintain a P2 attendance rate above 95%

Maintain chronic absentees under 25 (increase due to addition of grades 7 & 8)

Student Surveys: Maintain 90% overall positive school experience.

Maintain the suspension rate under 5%

### Actual

Attendance from the first day of school through April 12, 2019 was at 94.37%.

The number of chronic absentees identified through May is 85.

90% of the surveys had a positive response.

There were only 13 suspensions, maintaining our rate well below 5%.

## 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 continues to be implemented and demonstrating success with fewer referrals and suspensions. Morning Meetings continue to be an effective part of creating a positive school climate, student engagement and positive relationships among students and teachers. Conflict Resolution continues to be implemented and contributes to the positive school climate. "Kid safe" training and "mix-it-up" lunches were not continued this year.

**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. Overall attendance rates, parent involvement and behavior remain positive.

1. \$227,124  
(Duplicate Goal 1; Action2)  
2. \$67,144

1. \$209,146  
2. \$65,764

### Action 3

#### Planned Actions/Services

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

#### Actual Actions/Services

The student survey was administered online. Over 90% of responses were "strongly agree/agree/neutral." There was an increase in the number of students responding "agree/strongly agree" to feeling their cultural identify is valued at the school. There was a decrease in the number of comments on bullying.

#### Budgeted Expenditures

No direct costs

#### Estimated Actual Expenditures

No direct costs

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

Teachers continued the mentor program for students. Students needing a mentor were identified and paired with a staff member.

No direct cost

No direct costs

## Action 5

### Planned Actions/Services

Continue the afterschool enrichment and intervention program.

### Actual Actions/Services

The after-school and the Saturday School programs provided intervention opportunities as well as enrichment opportunities. Summer school will be provided during the summer break.

### Budgeted Expenditures

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

### Estimated Actual Expenditures

1. \$46,490
2. \$225,540

## Action 6

### Planned 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.

### Actual Actions/Services

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

### Budgeted Expenditures

\$88,000  
(Duplicate Goal 4, Action 5)

### Estimated Actual Expenditures

1. \$25,000
2. \$69,000

**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 with the exception of the "kid safe" training and the "mix-it-up" lunches. The "kid safe" training cover cyber bullying and the training was provided in a different format. The "mix-it-up" lunches were provided in the fall and sponsored by the student leadership team. This year we changed to a student council system and the student council did not begin functioning promptly in the fall. They plan to sponsor the "mix-it-up" lunches next fall. Home visits were made to the parents/guardians of two chronically absent students. Assistance with transportation to school was provided to 10 students.

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

The school culture and climate continue to be positive. The behavior plan continues to be effective as reflected by the number of suspensions. Our attendance rate is 94.37%, slightly below our outcome target of 95%. For 2017-2018, RCP had 103 chronic absentees for a rate of 20%. We were able to determine that we were reporting tardies incorrectly which we believe accounts for our high rate of chronic absentees.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference between budgeted expense and estimated actual for Total After-School programming appears to be the result of a typo on the budgeted amount. Currently included in estimated actuals are ASES stipends, ASES director and contractors.

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.

In order to better understand and monitor our progress toward meeting our goals for attendance, we have changed the outcome for chronic

absenteeism to a rate, rather than a number. We have modified Action 2 to include an Attendance Committee which will meet regularly to review our attendance plan and revise it as necessary in order to better address our chronic absentee rate. After discovering that we were reporting our tardies incorrectly which impacted our chronic absentee rate, we believe that more regular meetings of the whole attendance team will result in a significant reduction in our chronic absentee rate.

# 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

Friday parent meetings: average attendance: 19

105 received  
90% or more rating the school positively

### Actual

Friday parent meetings: average attendance 20

95% of parent surveys reported an overall positive school experience.  
132 parent surveys were returned. Of those 125 had an overall positive school experience.

## 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. This year we made a more deliberate effort to reach out to the dads of RCP students. We wanted to make sure they felt included and engaged in the school. To encourage more dads to be involved, the Family Engagement Coordinator met with many dads one to one and called individual dads to reach out them and invite them to the Friday coffee club parent meetings, the SSC meetings, and other school events and programs. We also created a Dad's group in partnership with Lincoln Elementary, a nearby district school, and the church across the street from the school (Providence Baptist

**Budgeted Expenditures**

1. \$217,124  
(Duplicate Goal 1; Action 2)  
2. \$67,144  
(Duplicate Goal 4; Action2)

**Estimated Actual Expenditures**

1. \$209,146  
2. \$65,764

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

Church). Richmond Dads from RCP, Lincoln Elementary, and Richmond High School came together to support and celebrate each other. We continued to do intentional outreach and engagement of our African American parents and had an AA Parent Dinner in September 2018. At that dinner parents said that they would like to learn Spanish. The parents said they did not like feeling isolated from their neighbors, co-workers, and friends at the school because of the language barrier. The Family Engagement Coordinator put the word out to community partners and to the bilingual parents at RCP and a 6-week conversational Spanish class was created with the support of two of our RCP parents who helped teach the class and a partnership with a Spanish teacher from West Contra Costa Unified School District Korematsu Middle

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

School. The class was a great success with 17 RCP African American parents signing up.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

We continued with our weekly Friday morning coffee club parent meetings which included a 6-week Parent University workshop and a 6-week Cooking Matters workshop along with other fun and informative workshops and classes for parents designed to support them in supporting their children academically and in creating healthy habits physically and emotionally for themselves and their families. We had two family nights this year; one on literacy and one on math. Between 150 and 200 parents and students attended the family nights.

\$67,144  
(Duplicate Goal 4; Action 2)

\$65,764

**Action 3**

**Planned Actions/Services**

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

**Actual Actions/Services**

The parent/guardian survey results from Spring 2018 were used to inform the work of the Family Engagement Coordinator. This year she engaged parents/guardians in several committees, e.g. LCAP Committee and SSC, in reviewing the survey and making recommendations for revisions. The parent/guardian survey was administered in early May 2019. 132 were returned with 95% reporting a positive school experience. The results are being used to develop a plan for the 2019-2020 school year.

**Budgeted Expenditures**

No direct costs

**Estimated Actual Expenditures**

No direct costs

**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.

The activities and services continue to be effective in achieving our goal and outcome targets. In addition to the family/parent activities, 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 differences between budgeted expenditures and estimated actual expenditures.

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.

# Stakeholder Engagement

**LCAP Year:** 2019-20

## 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 monthly Board meetings throughout the year. Board input and feedback on LCAP activities and services were solicited at each meeting. The final LCAP draft was presented for approval at the June 26 meeting.

In Fall 2018 an LCAP committee was formed, consisting of parents and staff. Interpreting in Spanish was provided at each meeting. Some materials were also translated. Throughout the course of the year, monthly meetings were held to review each of the goals and its activities and services as well as the data. The LCAP committee participated in planning for the 2019-2020 LCAP and in revising the annual parent survey.

Updates on activities were also provided at monthly SSC and Friday Parent meetings throughout the year. These two groups also reviewed the annual parent survey.

Parents also provided input through the parent survey. The parent survey was updated, distributed and collected. Parents provided input on the LCAP activities and services for students as well as for parents. The information gathered is used to inform LCAP development for 2019-20.

Staff members were provided regular updates on activities at staff meetings. Their input and feedback were solicited at the meetings and a survey. Grade level teams participated in the development of plans for 2019-20 at their weekly meetings. Staff surveys were updated, distributed and collected. The survey solicited input on the 2018-19 LCAP activities as well as any additional recommendations to add to the LCAP.

The 6th-8th grade student survey was administered online. The results were used to inform the activities and services for Goal 5.

## 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
- Continuing the additional 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.

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# 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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
---------------------------	-----------------	----------------	----------------	----------------

Annual Staffing and  
Credential Report  
Facility Audit  
Annual textbook and  
materials Audit

100% met in each  
category:  
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

## 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**

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

Interview and hire all needed staff.

2018-19 Actions/Services

Interview and hire all needed staff.

2019-20 Actions/Services

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**

**2018-19 Actions/Services**

**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.

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

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**

<b>Amount</b>	\$40,579 \$216,672	1. \$95,000 2. \$217,124	1. \$97,850 2. \$227,766
<b>Source</b>	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
<b>Budget Reference</b>	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

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**

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

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

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

**Budgeted Expenditures**

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

Year	2017-18	2018-19	2019-20
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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$45,000	\$54,000	\$30,000
<b>Source</b>	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
<b>Budget Reference</b>	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

**Year**

**2017-18**

**2018-19**

**2019-20**

**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 is a need to ensure all students meet this goal of meeting or exceeding grade level standards. There is a need to build on existing strengths to achieve this goal for all students.

### Expected Annual Measureable Outcomes

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

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**

<b>Amount</b>	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)
<b>Source</b>	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
<b>Budget Reference</b>	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**

**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

### 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
<b>Amount</b>	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
<b>Source</b>	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
<b>Budget Reference</b>	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 the 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 physical fitness action plan. Review the 2018-19 Physical Fitness Test (PFT) results and update the PFT action plan. Implement the physical fitness action plan.

**Budgeted Expenditures**

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

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**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.

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.

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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$216,672 (Duplicate Goal 1; Action2)	\$217,124 (Duplicate Goal 1; Action2)	\$227,766 (Duplicate Goal 1; Action2)
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	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

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

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.

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$12,500	\$32,725	\$28,577
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	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

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**

Modified

**2017-18 Actions/Services**

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

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

Modified

**2018-19 Actions/Services**

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

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

Modified

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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

<b>Amount</b>	\$793,217	\$993,369	\$1,032,419
<b>Source</b>	Supplemental/Concentration & Title I	Supplemental/Concentration & Title I	Supplemental/Concentration & Title I
<b>Budget Reference</b>	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

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

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**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**

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

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

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.

cyber bullying.

cyber bullying.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$216,672 (Duplicate Goal 1; Action2)	\$217,124 (Duplicate Goal 1; Action2)	\$227,766 (Duplicate Goal 1; Action2)
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	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**

**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**

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.

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

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
<b>Amount</b>	\$45,000 (Duplicate Goal 2; Action12)	\$45,750 (Duplicate Goal 2; Action12)	\$35,000 (Duplicate Goal 2; Action12)
<b>Source</b>	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
<b>Budget Reference</b>	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**

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

(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. RCP needs to build on existing successes to ensure English learners meet this goal.

### 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)	LTEL rate of 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**

**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

Limited to Unduplicated Student Groups

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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$40,579 (Duplicate Goal 1; Action2)	\$95,000 (Duplicate Goal 1; Action2)	\$97,850 (Duplicate Goal 1; Action2)
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	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
<b>Amount</b>	\$25,500 (Duplicate Goal 2; Action 3)	\$15,450 (Duplicate Goal 2; Action 3)	\$15,914 (Duplicate Goal 2; Action 3)
<b>Source</b>	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
<b>Budget Reference</b>	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**

**Location(s)**

Specific Student Groups, English learners

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**

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 and to ensure EL students are reclassified within 6 years of enrolling at RCP.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	No Direct Costs	No Direct Costs	No Direct Costs
<b>Source</b>	No Direct Costs	No Direct Costs	No Direct Costs
<b>Budget Reference</b>	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.

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

**Budgeted Expenditures**

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

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:**

LEA-Wide

**Location(s)**

All Schools

### **Actions/Services**

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

Unchanged

**2017-18 Actions/Services**

Purchase supplemental materials as needed for English learners.

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

Modified

**2018-19 Actions/Services**

Purchase supplemental materials as needed for English learners.

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

Modified

**2019-20 Actions/Services**

Purchase supplemental materials as needed for English learners.

**Budgeted Expenditures**

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

Limited to Unduplicated Student Groups

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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

An EL instructional aide (IA) will provide additional support in integrated and designated ELD. In particular the EL IA will focus on newcomers, long-term ELs, and "at risk" ELs.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	N/A	\$63,000
<b>Source</b>	N/A	N/A	Supplemental/Concentration Title III
<b>Budget Reference</b>	N/A	N/A	Compensation+benefits

(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. School climate and culture are important components in student achievement. RCP is committed to maintaining our inclusive, positive school climate and culture.

### 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)	Chronic absentee rate of 15% or less
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

Modified

**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.

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	No Direct Costs	No Direct Costs	No Direct Costs
<b>Source</b>	No Direct Costs	No Direct Costs	No Direct Costs
<b>Budget Reference</b>	No Direct Costs	No Direct Costs	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
<b>Amount</b>	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
<b>Source</b>	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
<b>Budget Reference</b>	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

Unchanged

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	No direct costs	No direct costs	No direct costs
<b>Source</b>	No direct costs	No direct costs	No direct costs
<b>Budget Reference</b>	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**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	No direct costs	No direct costs	No direct costs
<b>Source</b>	No direct costs	No direct costs	No direct costs
<b>Budget Reference</b>	No direct costs	No direct costs	No direct costs

**Action #5**

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**

**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 afterschool enrichment and intervention program.

Continue the afterschool enrichment and intervention program.

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

<b>Source</b>	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
<b>Budget Reference</b>	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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$81,159 (Duplicate Goal 4, Action 5)	\$88,000 (Duplicate Goal 4, Action 5)	\$90,640 (Duplicate Goal 4, Action 5)
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	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)
<b>Source</b>	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
<b>Budget Reference</b>	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**

**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 develop the Friday Morning parent meetings and Family Nights.

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$37,778 (Duplicate Goal 4; Action 2)	\$67,144 (Duplicate Goal 4; Action 2)	\$69,668 (Duplicate Goal 4; Action 2)
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	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

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

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

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

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

## 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

# 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.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$1,086,654

Percentage to Increase or Improve Services

26.19%

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 (see instructions).

83% 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 provide 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.
- Parental outreach is provided through the Family Engagement Coordinator.
- Instructional aides are provided in each classroom to support differentiated instruction. An additional EL instructional aide is provided to support English learners in integrated and designated ELD.
- The Lucy Caulkins Reading and Writing Workshops professional development, including coaching for every teacher and addressing meeting the needs of low income students, English learners and foster youth, is provided for all teachers, with extra support for new teachers.
- The intervention program addresses the needs of each student and includes the Achieve3000 program, Khan Academy, interventional for focal students, and extended learning in the after-school, Saturdays and summer school programs.
- Additional materials, supplies and technology are purchased to support effective instruction and intervention.