

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[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 Elementary School		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

Richmond College Prep currently serves 444 students. The student population is comprised of approximately 36% African American, 61% Latino and .5% Pacific Islander. 46% of our students are English learners. Our schools utilize evidence-based

best practices in teaching, learning, and school reform, including an extended-day program which operates from 7:30 a.m. to 6 p.m. as well as an extended school year of 40 weeks per year. In the charter school, we maintain a ratio of one teacher/instructional aide for every 15 students, and our educational philosophy synthesizes a *constructivist* approach with elements from two whole school reform models: the *Accelerated Schools* model developed by Levin and colleagues at Stanford,¹ 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.

DRAFT

1. HM Levin, *Accelerating schools for disadvantaged students*. *Educational Leadership*, 44(6), 1987. Hopfenberg, et al. *Accelerated Schools Resource Guide*. Jossey-Bass, 1993; T Boyd, *Accelerated Schools Plus: Research Base for Selected Services*. National Center Accelerated Schools, 2004.

LCAP HIGHLIGHTS

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

The Richmond College Preparatory Elementary School LCAP is designed to meet the needs of all our students, in particular our low income students, English learners and foster youth. 83% 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 new Family Engagement Coordinator focuses on increasing parent engagement and meeting needs our of parent community.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

Richmond College Preparatory (RCP) made gains in both English Language Arts (ELA) and math compared to the previous year. The average for all students was green (second highest) in math and yellow (middle) for ELA. All subgroups made gains or maintained the same level in math. Students with disabilities English learners increased by 13.1 points in ELA. Reclassified English learners performed in the very high level (blue) in ELA and the high level (green) math.

RCP made significant progress in reducing the number of students identified as chronic absentees (absent 10% or more of the school year), down from 49 in 2015-16 to 17 in 2016-17. We also continued to reduce the number of suspensions significantly from 10 last year to 3 this year. These reflect the work done to improve the school climate and engage parents.

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

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

GREATEST NEEDS

While progress was made in student performance in ELA, the indicators still remain 17.8 points below level 3 (yellow). The African American subgroup declined by 3.7 points in ELA. ELA has been identified as a principle focus for professional development and intervention in 2017-18. Overall performance is in yellow, the middle of the scale.

The English Learner Progress indicator is in the very low (orange) level. The data to determine this indicator are from 2013-2015 and include English learners and reclassified students. While other data

indicate that ELs are making adequate progress and that reclassified students are performing well, the LCAP has identified various actions, including professional development, an enhanced monitoring process and targeted intervention, to address the needs of English learners.

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

PERFORMANCE GAPS

Using the LCFF Evaluation Rubrics, the only area where we have performance gaps is Suspension Rate. The Suspension Rate for All Students is in green. English learners were in very low (red) and Hispanic students were in low (orange). The suspension data compare the 2013-2014 rate to the 2014-15 rate. In 2015-16 we saw a decrease in suspensions from 12 the previous year, to 10. In 2016-17 only 3 students were suspended. Over the last two years, increased resources have been directed at reducing the suspension rates. The activities that led to the success will be continued, including professional development on culturally-responsive instruction and classroom management.

INCREASED OR IMPROVED SERVICES

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

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,892,248

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$4,892,248

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

[Redacted area]

\$4,323,549

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Recruit, hire, train and retain high quality staff, who are committed, collaborative, caring and exemplary. Assign appropriately credentialed teachers to all classrooms.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Charter Petition _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of teachers appropriately credentialed and assigned.

ACTUAL

100% of teachers appropriately credentialed and assigned.

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

Actions/Services

PLANNED

Interview and hire all needed staff.

ACTUAL

Candidates were interviewed. Sufficient candidates were hired to fill all vacancies.

Expenditures

BUDGETED

Compensation + Benefits –
\$3.01 million
(General Fund/LCFF, Title I)

ESTIMATED ACTUAL

\$2,686,076

Action

2

Actions/Services

PLANNED
Provide training for all staff before the opening of school and throughout the school year.

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

Expenditures

BUDGETED
Professional Development - \$46,000 (General Fund/LCFF, Title II)

Instructional Leader Compensation + Benefits - \$114,000 (General Fund/LCFF)

ESTIMATED ACTUAL
\$39,398

\$113,428

Action

3

Actions/Services

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

ACTUAL
The annual audit of teacher credentials and assignments had no misassignments.

Expenditures

BUDGETED
No direct costs

ESTIMATED ACTUAL
No direct costs

Action

4

Actions/Services

PLANNED
Continue to implement the bonus program.

ACTUAL
The bonus program is being implemented in June.

Expenditures

BUDGETED
Compensation + Benefits - \$22,000 (General Fund/LCFF)

ESTIMATED ACTUAL
\$47,998, includes both December and June bonuses, certificated and classified

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 were completed.

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

The actions taken were successful, with one hundred per cent of teachers appropriately credentialed and increased retention of teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries were lower than expected. Bonuses were given twice a year resulting in the increased spending.

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.

The actions taken were successful, with one hundred per cent of teachers appropriately credentialed and increased retention of teachers. The goal was changed to combine the 2016-17 goals 1, 2, 3 and parts of goal 7 in order to more effectively communicate our goals to our stakeholders. The 2017-18 Goal 1 reflects this change.

Goal 2

Provide all students Common Core State Standards (CCSS) and English Language Development (ELD) Standards aligned materials

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of students have access to CCSS ELA materials.
100% of English learners have access to ELD Standards- aligned

ACTUAL

100% of students have access to CCSS ELA materials.
All English learners have access to ELD Standards- aligned materials and texts

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

Actions/Services

PLANNED
Evaluate Next Generation Science Standards-aligned texts and materials.

ACTUAL
Texts and materials were evaluated. A selection was made the materials were purchased this year.

Expenditures

BUDGETED
No direct costs

ESTIMATED ACTUAL
No direct costs

Action

2

Actions/Services

PLANNED
Provide professional development in the ELA, math and ELD texts and materials.

ACTUAL
Professional development was provided at the opening of school, with a focus on new teachers. The Directors provided weekly professional development during collaboration time and prep time.

Expenditures

BUDGETED
Professional Development - \$46,000 (General Fund/LCFF, Title II)

ESTIMATED ACTUAL
\$39,398

Action

3

Actions/Services

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

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

Expenditures

BUDGETED
Approved Textbooks & Core Curricula Materials - \$50,000
(General Fund/LCFF)

ESTIMATED ACTUAL
\$37,400

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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 carried out as planned.

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

The actions/services were effective in ensuring that 100% of RCP students were provided with CCSS and ELD Standards texts and materials.

Explain 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.

The goal was changed to combine the 2016-17 goals 1, 2, 3 and parts of goal 7 in order to more effectively communicate our goals to our stakeholders. The 2017-18 Goal 1 reflects this change.

Goal 3

3. Maintain the school facilities in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

RCP in good or exemplary condition.

ACTUAL

RCP is in exemplary condition, per the Williams Audit.

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**

Actions/Services	<p>PLANNED Conduct annual audit of school facility. Make any identified repairs or changes.</p>	<p>ACTUAL Repairs were made as needed. Audit of school facility, e.g. Williams audit, found RCP to be in good or exemplary condition.</p>
Expenditures	<p>BUDGETED Repairs & Maintenance: Building - \$11,000 (General Fund/LCFF)</p>	<p>ESTIMATED ACTUAL \$6,375</p>

Action **2**

Actions/Services	<p>PLANNED Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes.</p>	<p>ACTUAL Ongoing monitoring occurred and any needed repairs or changes were made.</p>
Expenditures	<p>BUDGETED Repairs & Maintenance: Building - \$11,000 (General Fund/LCFF)</p>	<p>ESTIMATED ACTUAL \$6,375</p>

Action

3

Actions/Services

PLANNED Continue routine maintenance of the facility.	ACTUAL Routine maintenance of the facility was carried out.
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Expenditures

BUDGETED Repairs & Maintenance: Building - \$11,000 (General Fund/LCFF)	ESTIMATED ACTUAL \$6,375
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DRAFT

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/services were carried out as planned.

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

The actions/services were effective in achieving Goal 3, as demonstrated with the Williams results.

Explain 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.

This goal was changed to combine the 2016-17 goals 1, 2, 3 and parts of goal 7 in order to more effectively communicate our goals to our stakeholders. The 2017-18 Goal 1 reflects this change.

Goal 4

Prepare students to be college and career ready. Increase the percent of students achieving or exceeding grade -level standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Charter Petition _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meet established targets.

ACTUAL

This was the first year with a new benchmark system, Measures of Academic Progress (MAP), so targets needed to be changed. This year will be used as a baseline. We established a Smart Goal of 71% of students reading at or above grade level using the Developmental Reading Assessment (DRA) by the end of the year. 61% of students are reading at grade level or above in June; a 16% increase since the beginning of the year. While we did not meet our Smart Goal, students made significant gains. The percent of students meeting or exceeding grade level standards on the Smarter Balanced Assessment Consortium (SBAC) in ELA increased by 14%, from 38% to 43%. The percent of students meeting or exceeding grade level standards on the SBAC in math increased by 24% from 34% to 41%.

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	ACTUAL
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. Add professional development stipend for each teacher to the professional development plan.	All teachers participated in professional development on benchmark assessments, classroom management and the use of formative and summative assessments. The Directors provided professional development during staff meetings, collaboration time and individual meetings during prep time. Teacher stipends were utilized to compensate teachers for professional development that occurred outside the regular workday.
Expenditures		BUDGETED	ESTIMATED ACTUAL
		Professional Development - \$46,000 (General Fund/LCFF, Title II)	\$39,398

Action

2

Actions/Services

PLANNED
 Implement a Guided Reading program within the ELA program. Continue the writing program to augment the ELA program, including professional development and materials.

ACTUAL
 The Guided Reading program was implemented. Academic conferencing was held after each benchmark administration. The Lucy Caulkins Writing program was implemented. Teachers participated in full day professional development as well as individual coaching throughout the school year.

Expenditures

BUDGETED
 Professional Development - \$46,000 (General Fund/LCFF, Title II)
 Supplemental Instructional Materials & Supplies - \$44,000

ESTIMATED ACTUAL
 \$39,398
 \$19,550

Action

3

Actions/Services

PLANNED
 Continue the benchmark assessment program, including academic conferencing. Add a writing benchmark and establish growth targets. Purchase a standards-based formative assessment program, e.g. Measures of Academic Progress.

ACTUAL
 A new benchmark assessment, Measures of Academic Progress (MAP), program was implemented for ELA and math. Academic conferencing was held after each benchmark administration. A Writing benchmark was added in the Spring. A second ELD benchmark was developed.

Expenditures

BUDGETED
 Student Assessment - \$21,000

ESTIMATED ACTUAL
 \$9,535

Action

4

Actions/Services

PLANNED
 Finalize the SBAC targets.

ACTUAL
 A 15% increase in the percent of students meeting or exceeding standards was established as a target.

Expenditures	BUDGETED Student Assessment - \$21,000	ESTIMATED ACTUAL \$9,535
Action	5	
Actions/Services	PLANNED Continue the study trip program, including more college visits. The Lead Teachers Team will continue to address adding more college visits.	ACTUAL The study trip program was expanded to include additional college visits. In fall 2016 the Lead Teachers' team did research and decided on the colleges each grade-level would visit. The grade-level trips were scheduled throughout the school year.
Expenditures	BUDGETED Field Trips Expenses - \$26,000	ESTIMATED ACTUAL \$21,888
Action	6	
Actions/Services	PLANNED Review the 2015-16 PFT results and update the PFT action plan. Implement the PFT action plan.	ACTUAL The 2015-16 PFT results were reviewed and used to update the PFT action plan. 2 PE Coaches were hired to better implement PE in collaboration with classroom teachers. New equipment was purchased.
Expenditures	BUDGETED PE Supplies - \$1,000 PE Instructor - \$8,000	ESTIMATED ACTUAL \$20,000 \$116,860

Action **7**

Actions/Services

PLANNED
Utilize the Instructional Leader to provide job-embedded professional development for teachers and instructional aides.

ACTUAL
The Instructional Leader position was not filled. Instead a Director of Curriculum and Instruction position was developed and filled. Mid-year it was determined that with the addition of grade 7 next year and grade 8 the following, it would be beneficial to have two Directors, one for lower elementary and one for upper. The second Director position was filled. The Directors provided job-embedded professional development for teachers and instructional aides as planned.

Expenditures

BUDGETED
Instructional Leader Compensation + Benefits – \$114,000
(General Fund/LCFF)

ESTIMATED ACTUAL
\$113,428

Action **8**

Actions/Services

PLANNED
Implement Professional Learning Communities and grade-level collaboration meetings to focus on the needs of low income, foster youth, English learners and redesignated students.

ACTUAL
Professional Learning Communities and grade-level collaboration meetings were focused on meeting the needs of low income, foster youth, English learners and redesignated students.

Expenditures

BUDGETED
Instructional Leader Compensation + Benefits - \$114,000
(General Fund/LCFF)

ESTIMATED ACTUAL
\$113,428

Action **9**

Actions/Services	PLANNED Implement and revise the Response to Intervention and Instruction plan for K-3 rd grades.	ACTUAL The Response to Intervention and Instruction plan for grades K-3 was implemented.
Expenditures	BUDGETED No direct costs	ESTIMATED ACTUAL No direct costs

Action **10**

Actions/Services	PLANNED Continue the I-Ready computer program for students needing intervention in ELA and math.	ACTUAL The I-Ready program was used for intervention.
Expenditures	BUDGETED Instructional Materials & Supplies - \$44,000 (General Fund/LCFF)	ESTIMATED ACTUAL \$19,550

Action **11**

Actions/Services	PLANNED Continue to provide an instructional aide in each classroom to support differentiated instruction.	ACTUAL An instructional aide was provided for each classroom.
Expenditures	BUDGETED Instructional Aides Compensation+ Benefits- \$728,000 (General Fund/LCFF, Title I)	ESTIMATED ACTUAL \$824,695

Action **12**

Actions/Services	PLANNED Expand the intervention opportunities within the extended learning program, e.g. after school and Saturdays.	ACTUAL The afterschool program provided additional programs. Saturday sessions were offered in the Spring.
Expenditures	BUDGETED Summer School staff compensation & Benefits - \$55,000 (General Fund/LCFF) Afterschool program - \$154,000 (General Fund/LCFF, ASES)	ESTIMATED ACTUAL \$34,893 \$112,004

Action

13

Actions/Services	PLANNED Purchase supplemental materials as needed.	ACTUAL Materials were purchased as needed.
Expenditures	BUDGETED Instructional Materials & Supplies - \$44,000 (General Fund/LCFF)	ESTIMATED ACTUAL \$19,550

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.

RCP is now using Measures of Academic Progress (MAP) for benchmarks in ELA and math. MAP includes individual growth targets for each student. This is the first year of implementation and is being used to determine targets. The PE program was evaluated and it was determined additional resources were needed. Additional funds were spent on equipment and two staff members were hired to work with teachers to teach PE. As described above, a second Director of Curriculum and Instruction was added to better meet the needs of the school as it expands to include grades 7 and 8 over the next two years.

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

Using the DRA, there was a 16% increase in the percent of students reading at or above grade level by the end of the year. While there was improvement over the prior year, teachers identified reading/language arts as an area still needing more work and support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The most significant difference was in the PE program with the addition of two staff members and purchase of equipment after the Board evaluated the PE program.

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.

This goal was expanded for the upcoming year to incorporate parts of Goal 7 related to use of technology for instruction. The changes are reflected in the 2017-18 Goal 2.

Goal 5

5. Prepare English learners (EL) to make a level of growth as measured on the California English Language Development Test annually. (AMAO 1)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5% increase in percent of ELs meeting growth targets.

ACTUAL

The EL growth targets previously provided for Title III Accountability are no longer provided. In it's place we used the percent of ELs meeting the CELDT Criterion. The percent of ELs meeting the CELDT Criterion for English Proficiency grew from 44% to 45%.

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

Actions/Services

PLANNED

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

ACTUAL

Limited professional development in these topics was provided for teachers throughout the school year.

Expenditures

BUDGETED

Professional Development - \$46,000 (General Fund/LCFF, Title II)

ESTIMATED ACTUAL

\$39,398

Action

2

Actions/Services

PLANNED

Revise, expand and implement formative assessment program, including benchmarks, for ELD.

ACTUAL

The ELD benchmark developed in 2015-16 was revised in some grade levels as needed. The alignment was completed for that benchmark. A second benchmark was developed and the writing portion was implemented.

Expenditures	BUDGETED Student Assessment - \$21,000 (General Fund/LCFF)	ESTIMATED ACTUAL \$9,535
	Professional Development - \$46,000 (General Fund/LCFF, Title II)	\$39,398

Action **3**

Actions/Services	PLANNED Implement system for monitoring EL progress in meeting annual English proficiency targets.	ACTUAL A basic system of providing a list of CELDT results for the current and previous year at a professional development meeting to identify students who are making/not making progress was used; further work is needed. Additionally the ELD benchmark results were utilized to monitor progress and identify students in need of assistance. Reclassification criteria for use in 2014-17 were reviewed and implemented. SBAC results were included in the review of student readiness for reclassification. The system was not fully developed.
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Expenditures	BUDGETED Instructional Leader Compensation + Benefits - \$114,000 (General Fund/LCFF)	ESTIMATED ACTUAL \$113,428
	Professional Development - \$46,000 (General Fund/LCFF, Title II)	\$39,398

Action **4**

Actions/Services	PLANNED Develop and implement an intervention plan for EL students not making adequate progress in meeting targets.	ACTUAL Due to competing priorities. The intervention plan was not developed. Professional development was provided on instructional responses for students in need of intervention in the weekly job-embedded professional development provided
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by the Directors.

Expenditures

BUDGETED
Instructional Leader Compensation + Benefits - \$114,000 (General Fund/LCFF)

Professional Development - \$46,000 (General Fund/LCFF, Title II)

ESTIMATED ACTUAL
\$113,428

\$39,398

Action

5

Empty

Actions/Services

PLANNED
Purchase supplemental materials as needed.

ACTUAL
Supplemental materials were not purchased.

Expenditures

BUDGETED
Instructional Materials & Supplies - \$44,000 (General Fund/LCFF)

ESTIMATED ACTUAL
No cost

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 moved to the 2017-18 school year since they were unable to be completed during the 2016-17 school year due to competing priorities.

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

While the performance of our English learners on the CELDT and the reclassification rate were better than the district and county performance, the performance of English learners was not significantly improved. While the ELD benchmarks were found to be useful, an online data collection system was not identified.

Explain 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.

Various actions were moved to the 2017-18 school year since they were unable to be completed during the 2016-17 school year due to competing priorities. ELD Benchmark data will be collected electronically. Professional development on integrated and designated ELD will be provided in the week of PD before the first day of school. The growth targets will be evaluated and established with the new state ELD assessment, the English Language Proficiency Assessment for California (ELPAC), which will replace the CELDT. Goals 5 and 6 were combined into one goal, 2017-18 Goal 3.

Goal 6

Provide an EL program with both designated and integrated English Language Development (ELD) so that students are reclassified within six years of enrolling at

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

4% increase in percent of ELs meeting reclassification criteria.

ACTUAL

Per DataQuest, in 2015-16 23 students (12.6%) were reclassified. In 2016-17 DataQuest reports only 13 (6.9); however 12 additional students have been reclassified in the first week of June. With 25 students reclassified, our rate of reclassification would be 13.3%, While we would not meet our target, we have an slight increase and still exceed the district and county rates.

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

Actions/Services

PLANNED

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

ACTUAL

Limited professional development in these topics was provided for teachers throughout the school year.

Expenditures

BUDGETED

Professional Development - \$46,000 (General Fund/LCFF, Title II)

ESTIMATED ACTUAL

\$39,398

Action

2

Actions/Services

PLANNED

Finalize system for monitoring EL progress in meeting annual targets in ELA and ELD to

ACTUAL

Reclassification criteria for use in 2015-18 were reviewed. SBAC results were included in the review of student readiness

	ensure EL students are reclassified within 6 years of enrolling at RCP.	for reclassification. LTEL and “at risk” data were reviewed. The monitoring system was not developed.
Expenditures	BUDGETED Student Assessment - \$21,000 (General Fund/LCFF) Professional Development - \$46,000 (General Fund/LCFF, Title II)	ESTIMATED ACTUAL \$9,535 \$39,398

Action **3**

Actions/Services	PLANNED Develop and implement an intervention plan for EL students not making adequate progress in meeting targets.	ACTUAL Due to competing priorities. The intervention plan was not developed. Plans are in place for 2017-18. Professional development was provided on instructional responses for students in need of intervention in the weekly job-embedded professional development provided by the Directors.
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Expenditures	BUDGETED Instructional Leader Compensation + Benefits - \$114,000 (General Fund/LCFF)	ESTIMATED ACTUAL \$113,428
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Action **4**

Actions/Services	PLANNED Purchase supplemental materials as needed.	ACTUAL
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Expenditures	BUDGETED Instructional Materials & Supplies - \$44,000 (General Fund/LCFF)	ESTIMATED ACTUAL \$19,550
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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 moved to the 2017-18 school year since they were unable to be completed during the 2016-17 school year due to competing priorities.

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

The increase in reclassification rate was not sufficient to meet our targets. With the addition of grades 7 and 8 over the next two years, more time will need to be put into carrying out our planned actions and services in order to meet the needs of our English learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Various actions were moved to the 2017-18 school year since they were unable to be completed during the 2016-17 school year due to competing priorities. While progress was made in developing a school-wide understanding of the reclassification criteria, effective instruction to support English learners in developing proficiency in English and how to monitor for growth in English proficiency, several planned action steps were not implemented. These were moved to the 2017-18 school year. Professional development on integrated and designated ELD will be provided in the week of PD before the first day of school. The growth targets will be evaluated and established with the new state ELD assessment, the English Language Proficiency Assessment for California (ELPAC), which will replace the CELDT. Goals 5 and 6 were combined into one goal, 2017-18 Goal 3.

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.

Goal 7

Implement the RCP Technology Plan (e.g. purchase and use of Chrome Books, classroom technology, I-Ready program, data system, such as Illuminate; professional development).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL RCP Technology Plan _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meet targets established in the Technology Plan.

ACTUAL

The targets were met. All teachers participated in professional development on the use of technology for instruction, diagnostic and formative assessment and collaborative planning. All students received instruction in the appropriate use of technology. Hardware and software were purchased. The ratio of one Chrome Book per student at GR4-6 and 1 per 2 students at the remaining grades was maintained.

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

Actions/Services

PLANNED

Train all teachers in using electronic diagnostics to assess students for intervention.

ACTUAL

All teachers were trained by the Directors.

Expenditures

BUDGETED

Professional Development - \$46,000 (General Fund/LCFF, Title II)

ESTIMATED ACTUAL

\$39,398

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Action **2**

Actions/Services

PLANNED Provide ongoing professional development for teachers in internet safety, cyber bullying, online classroom management, and computer-assisted instruction.	ACTUAL All teachers were trained by the Directors.
---	--

Expenditures

BUDGETED Professional Development - \$46,000 (General Fund/LCFF, Title II)	ESTIMATED ACTUAL \$39,398
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Action **3**

Actions/Services

PLANNED Increase the use of technology to support collaboration, professional development and the use of data.	ACTUAL All teachers were trained by the Directors.
--	--

Expenditures

BUDGETED Computers & Technology - \$52,000 (General Fund/LCFF, Title II)	ESTIMATED ACTUAL \$40,000
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Action **4**

Actions/Services

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

Expenditures

BUDGETED

Computers & Technology - \$52,000 (General Fund/LCFF, Title II)

ESTIMATED ACTUAL

\$40,000

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 were implemented to achieve the goal.

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

The actions were effective in meeting our goal.

Explain 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.

Professional development on electronic diagnostics of student proficiency, internet safety, cyber bullying and legal use of technology will be increased. Additional instructional software and online programs will be evaluated next year. This goal and actions/services will be incorporated into 2017-2018 Goals 1,2 and 4.

Goal 8

Provide a safe, welcoming and engaging learning environment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Charter Petition _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1% increase in attendance.

ACTUAL

RCP had an attendance rate of 95.08% in P2 in 2016-17, up from 94.89% in P2 in 2014-15. However, it was 95.37% in 2015-16 so the attendance rate this year was not enough to meet our goal. RCP had a significant decrease in suspensions from 12 students suspended in 2014-15 to 10 students in 2015-16 to 3 in 2016-17.

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	PLANNED	ACTUAL
1	Implement the school-wide behavior plan.	The plan was implemented.
Expenditures	BUDGETED No direct costs	ESTIMATED ACTUAL No direct costs

Action

2

Actions/Services

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

ACTUAL
 The Director of School Culture focused on attendance, parent involvement and behavior. She provided professional development on culturally responsive classrooms and classroom management. Referrals continue to be reduced and there have been only 3 suspensions in the school year. Mid-year

Expenditures

BUDGETED
 Director, School Culture Compensation & Benefits - \$102,000 (General Fund/LCFF)

ESTIMATED ACTUAL
 \$100,599

Action

3

Actions/Services

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

ACTUAL
 The survey is being administered in May 2017. Results have not yet been evaluated nor a plan developed.

Expenditures

BUDGETED
 No direct costs.

ESTIMATED ACTUAL
 No direct costs.

Action

4

Actions/Services

PLANNED
 Continue the mentor program. The Lead Teachers team will participate in the development of the program.

ACTUAL
 While the Lead Teachers' team and the Director of School Culture addressed the mentor program in fall 2016, they were unable to establish any mentors for students. The Director of School Culture contacted various organizations in the Bay Area to establish partnerships for the mentor program at RCP. None of these organizations have been able to provide mentors thus far. Further efforts will be made in fall 2017

Expenditures

BUDGETED
 No direct costs.

ESTIMATED ACTUAL
 No direct costs.

Action

5

Actions/Services

PLANNED
Continue the afterschool enrichment and intervention program

ACTUAL
The program was continued throughout 2016-17. In addition Saturday classes were offered throughout the spring.

Expenditures

BUDGETED
Consultants: Non Instructional - \$74,000 (General Fund/LCFF)

Consultants: Instructional - \$173,000 (General Fund/LCFF)

ESTIMATED ACTUAL
\$78,795

\$172,354

Action

6

Actions/Services

PLANNED
Continue to implement the Mindful Life Program and the Toolbox, including Resolving Conflicts.

ACTUAL
The Mindful Life Program and Toolbox, including Resolving Conflicts, were provided throughout 2016-17.

Expenditures

BUDGETED
Consultants: Non Instructional - \$74,000 (General Fund/LCFF)

ESTIMATED ACTUAL
\$78,795

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.

The Director of School Culture continued her work with staff and families to reduce the number of student referrals, suspensions and absences. All planned activities were implemented by the Director of School Culture and then the Family Engagement Coordinator.

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

The activities carried out in 2015-16 were successful in making reductions in referrals significant reductions in suspensions. Only three students have been suspended in 2016-17, compared to 10 last year and 12 the previous year.

While overall attendance was not increased, RCP still has an attendance rate over 95%. Chronic absentees (absent 10% or more of the school year) decreased substantially with the work focused on attendance. In 2016-17 there have been only 17 chronic absentees, compared to 2015-16 when there were 49 students who met the criterion of 10% or more absences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With the success in reducing referrals, suspensions and chronic absenteeism over the last three years, RCP plans to continue to implement the actions and services in this goal. We have changed our expected outcome for attendance rate to maintaining a rate above 95% and added expected outcomes for suspensions and chronic absentees to this goal to provide more robust information. The position of Director of School Culture was eliminated and responsibilities were reorganized with the Directors of Curriculum and Instruction and the newly created position of Family Engagement Coordinator to better meet the overall needs of the program.

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.

Student surveys are still being returned. However, of those returned so far, all responses have been positive with the exception of the item on bullying. 61% of students have responded that bullying is a problem at the school. Therefore, additional professional development for staff and anti-bullying activities with students have been added to next year's planning, starting the week before school opens.

Goal 9

Engage parents and families to support student success in school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Charter Petition _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5% increase in the percent of parents completing the annual School Survey. 5% increase in number of parents attending the monthly Friday Morning meetings from September to May.

ACTUAL

Parent surveys are still be returned; however, we have already achieved a greater than 5% increase. Last year 70 were returned, by June 9, 2017 86 had already been returned. Per the attendance records for the Friday meetings, there was a 60% increase in parent participation from September to May.

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	
Actions/Services	<p>PLANNED Administer the parent/guardian survey annually. Evaluate the survey results and develop and implement an action plan.</p>	<p>ACTUAL The survey administered. The results are still pending.</p>
Expenditures	<p>BUDGETED No direct costs</p>	<p>ESTIMATED ACTUAL No direct costs</p>

Action **2**

Actions/Services

PLANNED
 Continue the Family Advocate and Home Visits program with the Director of School Culture. Evaluate the results and develop and implement an action plan. Continue to develop the Friday Morning parent meetings.

ACTUAL
 The Family Advocate role was incorporated into the Director of School Culture and the Family Engagement Coordinator positions. During the first half of the year, the Director of School Culture continued the monthly Friday Morning parent meetings that were well attended. Mid year the Family Engagement Coordinator was hired and she increased the parent meetings to weekly Friday Morning meetings.

Expenditures

BUDGETED
 Director School Culture Compensation & Benefits - \$102,000
 (General Fund/LCFF)

 Home Advocate - \$6,000
 (General Fund/LCFF)

ESTIMATED ACTUAL
 \$50,299 Dir. School Culture Peters

 \$32,401 Family Engagement Coordinator

Action **3**

Actions/Services

PLANNED
 Implement the parent survey on the use of the RCP voicemail communications; Evaluate results and develop and implement an action plan. (Technology Plan)

ACTUAL
 The questions about the RCP voicemail system were included in the parent survey. Surveys are still being returned in June. The evaluation of the results and development of a plan will occur after the end of this school year.

Expenditures

BUDGETED
 No direct costs

ESTIMATED ACTUAL
 No direct costs

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.

Between the Director of School Culture and the Family Engagement Coordinator all actions/services were implemented. The questions about the RCP voicemail system were included in the parent survey. Because the surveys are still being returned, the evaluation of the results and development of a plan will occur after the end of this school year.

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

We met the target for return of the annual parent survey. The addition of the Family Engagement Coordinator enabled RCP to provide weekly, rather than monthly, Friday morning meetings for parents. Parent participation in the Friday morning meetings increased significantly from September to May. Parent engagement also contributes to the improvement in our chronic absenteeism numbers.

Explain 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.

Surveys are still being returned. The evaluation of the results and development of a plan will occur after the end of this school year. The increased focus on family engagement and school climate the last two years with the addition of the Director of School Culture and then the Family Engagement Coordinator has let to significant improvement in the number of suspensions and chronic absentees. This focus will continue.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 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 Board meetings throughout the year. A presentation on the Annual Updates and solicitation of input and feedback were provided at a March Board meeting. The final draft was presented for approval at the June 21 meeting.

Updates on activities were provided at SSC and Friday Parent meetings throughout the year. A presentation on the Annual Updates and solicitation of input and feedback was done at April 15 SSC meeting. The parent survey was updated, distributed and collected.

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

- Continuing the professional development for teachers and instructional aides, including the focus on guided reading, writing, cyber bullying and the use of technology
- Providing more support for the program for English learners
- Providing more professional development for teachers on ELD
- Providing more support for students performing below grade level, including for non-English learners during ELD
- Increasing the sports offerings
- Increasing the parent participation opportunities
- Increasing the number of mentors in the mentor program

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

DRAFT

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.

New
 Modified
 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Staffing and Credential Report	100% met	100% met	100% met	100% met
Williams Act Review	100% met	100% met	100% met	100% met
Annual textbook and materials Audit	100% met	100% met	100% met	100% met

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Interview and hire all needed staff.	Interview and hire all needed staff.	Interview and hire all needed staff.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,979,754	Amount \$3,379,435	Amount \$3,496,632
Source General Fund/LCFF, Title 1	Source General Fund/LCFF, Title I	Source General Fund/LCFF, Title I
Budget Reference Compensation + benefits	Budget Reference Compensation + benefits	Budget Reference Compensation + benefits

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
Amount \$40,579	Amount \$41,797	Amount \$43,051
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference Professional Development	Budget Reference Professional Development	Budget Reference Professional Development

Amount	\$216,672	Amount	\$227,290	Amount	\$222,048
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Directors: compensation+benefits	Budget Reference	Directors: compensation+benefits	Budget Reference	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 with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
Amount: No direct cost	Amount: No direct cost	Amount: No direct cost
Source:	Source:	Source:

Budget Reference

Budget Reference

Budget Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
Amount: \$49,974	Amount: \$52,144	Amount: \$54,389
Source: General Fund/LCFF	Source: General Fund/LCFF	Source: General Fund/LCFF
Budget Reference: Compensation BONUS	Budget Reference: BONUS	Budget Reference: BONUS

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
Amount \$45,000	Amount \$61,285	Amount \$63,124
Source General Fund/LCFF	Source General Fund/LCFF	Source General Fund/LCFF
Budget Reference Approved Textbooks & Core Curricula Materials	Budget Reference Approved Textbooks & Core Curricula Materials	Budget Reference Approved Textbooks & Core Curricula Materials

Action **6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Conduct annual audit of school facility. Make any identified repairs or changes.	Conduct annual audit of school facility. Make any identified repairs or changes.	Conduct annual audit of school facility. Make any identified repairs or changes.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$6,566	Amount \$6,763	Amount \$6,966
Source General Fund/LCFF	Source General Fund/LCFF	Source General Fund/LCFF
Budget Reference Repairs & Maintenance: Building	Budget Reference Repairs & Maintenance: Building	Budget Reference Repairs & Maintenance Building

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes.	Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes.	Conduct ongoing monitoring of the condition of facility and make any needed repairs or changes.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$6,566	Amount \$6,763	Amount \$6,966
Source General Fund/LCFF	Source General Fund/LCFF	Source General Fund/LCFF
Budget Reference Repair & Maintenance: Building	Budget Reference Repair & Maintenance: Building	Budget Reference Repair & Maintenance: Building

New

X Modified

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 X 1 X 2 3 X 4 5 6 X 7 X 8

COE 9 10

LOCAL _____

Identified Need

Slightly less than half of all RCP students met or exceeded grade level standards as measured on the SBAC in 2016. While there was improvement in performance from 2015, there is a need to ensure all students meet this goal.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math Benchmarks	New system: targets are being determined			
ELA Benchmarks				
SBAC ELA Target: 15% increase	43% met or exceeded	52% met or exceeded (15% increase)	60% met or exceeded (15% increase)	69% met or exceeded (15% increase)
SBAC Math	41% met or exceeded	49% met or exceeded	56% met or exceeded	64% met or exceeded
DRA	61% reading at or above grade level	70% reading at or above grade level	75% reading at or above grade level	80% 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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

	2017-18	2018-19	2019-20
Amount	\$40,579 (duplicate Goal 1; Action 2)	\$41,797 (duplicate Goal 1; Action 2)	\$43,051 (duplicate Goal 1; Action 2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development
2017-18		2018-19		2019-20	
Amount	\$216,672 (Duplicate Goal 1; Action2)	Amount	\$227,290 (Duplicate Goal 1; Action2)	Amount	\$222,048 (Duplicate Goal 1; Action2)
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Directors:Compensation+ benefits	Budget Reference	Directors: Compensation+benefit	Budget Reference	Directors: Compensation+benefit

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	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	Continue the Guided Reading program within the ELA program. Continue the writing program to augment the ELA program. Provide needed materials and Lucy Caulkins professional development in Guided Reading

and Writing.

and Writing.

and Writing.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$40,579 (Duplicate Goal 1; Action2)	Amount \$41,797 (Duplicate Goal 1; Action2)	Amount \$43,051 (Duplicate Goal 1; Action2)
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference Professional Development	Budget Reference Professional Development	Budget Reference Professional Development

2017-18	2018-19	2019-20
Amount \$22,500	Amount \$30,642	Amount \$31,562
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference Supplemental Materials&Supplies	Budget Reference Supplemental Materials&Supplies	Budget Reference Supplemental Materials&Supplies

Action 3

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue the benchmark assessment program, including academic conferencing and action plans.	Continue the benchmark assessment program, including academic conferencing and action plans.	Continue the benchmark assessment program, including academic conferencing and action plans.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,500	Amount: \$26,265	Amount: \$27,053
Source: General Fund/LCFF	Source: General Fund/LCFF	Source: General Fund/LCFF
Budget Reference: Student Assessment	Budget Reference: Student Assessment	Budget Reference: Student Assessment

Action 4

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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](#)

2017-18	2018-19	2019-20
Amount: \$26,500	Amount: \$26,265	Amount: \$27,053
Source: General Funds/LCFF	Source: General Funds/LCFF	Source: General Fund/LCFF
Budget Reference: Field Trip Expenses	Budget Reference: Field Trip Expenses	Budget Reference: Field Trip Expenses

Action **5**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,880	Amount: \$8,116	Amount: \$8,359
Source: General Fund/LCFF	Source: General Fund/LCFF	Source: General Fund/LCFF
Budget Reference: PE Supplies	Budget Reference: PE Supplies	Budget Reference: PE Supplies

Action 6

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

Students to be Served: All Students with Disabilities [Specific Student Group(s)] _____

Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	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	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.

collaboration meetings to focus on the needs of low income, foster youth, English learners and redesignated students.

collaboration meetings to focus on the needs of low income, foster youth, English learners and redesignated students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$216,672
(Duplicate Goal 1; Action2)

Amount \$227,290
(Duplicate Goal 1; Action2)

Amount \$222,048
(Duplicate Goal 1; Action2)

Source Supplemental/Concentration

Source Supplemental/Concentration

Source Supplemental/Concentration

Budget Reference Directors: Compensation+benefits

Budget Reference Directors: Compensation+benefit

Budget Reference Directors: Compensation+benefit

Action 7

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$12,500	Amount: \$35,010	Amount: \$18,035
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Supplemental Instructional Materials & Supplies	Budget Reference: Supplemental Instructional Materials & Supplies	Budget Reference: 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 All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue the I-Ready computer program for students needing intervention in ELA and math.	Continue the I-Ready computer program for students needing intervention in ELA and math.	Continue the I-Ready computer program for students needing intervention in ELA and math.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$12,500 (Duplicate Goal 2; Action 7)	Amount \$35,010 (Duplicate Goal 2; Action7)	Amount \$18,035 (Duplicate Goal 2; Action7)
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference Supplemental Instructional Materials & Supplies	Budget Reference Supplemental Instructional Materials & Supplies	Budget Reference 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 All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$793,217	Amount	\$890,607	Amount	\$920,448
Source	Supplemental/Concentration & Title I	Source	Supplemental/Concentration & Title I	Source	Supplemental/Concentration & Title I
Budget Reference	Instructional Aides: Compensation + benefits	Budget Reference	Instructional Aides: Compensation + benefits	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
Amount \$35,771	Amount \$36,981	Amount \$38,233
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration

Budget Reference	Summer School Staff	Budget Reference	Summer School Staff	Budget Reference	Summer School Staff
2017-18		2018-19		2019-20	
Amount	\$101,293	Amount	\$104,528	Amount	\$107,867
Source	Supplemental/Concentration & ASES	Source	Supplemental/Concentration & ASES	Source	Supplemental/Concentration & ASES
Budget Reference	After School/Sat. Staff	Budget Reference	After School/Sat. Staff	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide ongoing professional development for teachers in internet safety, cyber bullying, online classroom	Provide ongoing professional development for teachers in internet safety, cyber bullying, online classroom	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.

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.

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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$216,672 (Duplicate Goal 1; Action2)	\$227,290 (Duplicate Goal 1; Action2)	\$222,048 (Duplicate Goal 1; Action2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Directors: Compensation+benefits	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 All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$45,000	Amount: \$43,775	Amount: \$45,088
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Computers & Technology	Budget Reference: Computers & Technology	Budget Reference: Computers & Technology

Action 13

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase Chrome Books and other classroom technology to support curriculum and instruction, e.g. LCD projectors, document cameras, smart boards	Purchase Chrome Books and other classroom technology to support curriculum and instruction, e.g. LCD projectors, document cameras, smart boards computer	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.

programs and licenses, e.g. I-Ready.

computer programs and licenses, e.g. I-Ready.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$45,000 (Duplicate Goal 2; Action12)	Amount \$43,775 (Duplicate Goal 2; Action12)	Amount \$45,088 (Duplicate Goal 2; Action12)
Source General Fund/LCFF	Source General Fund/LCFF	Source General Fund/LCFF
Budget Reference Computers & Technology	Budget Reference Computers & Technology	Budget Reference Computers & Technology

Action 14

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

	2017-18	2018-19	2019-20
Amount	\$12,500 (Duplicate Goal 2; Action7)	\$35,010 (Duplicate Goal 2; Action7)	\$18,035 (Duplicate Goal 2; Action7)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

New
 Modified
 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification Rate	(25 students) 13.3%	14%	15%	16%
ELPAC	To be determined			
LTEL rate	3%	5% or less (increase due to addition of grade 7)	6% or less (increase due to addition of grade 8)	6% or less

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

	2017-18	2018-19	2019-20
Amount	\$40,579 (Duplicate Goal 1; Action2)	\$41,797 (Duplicate Goal 1; Action2)	\$43,051 (Duplicate Goal 1; Action2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Development	Professional Development	Professional Development

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]_English Learners_____

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Revise, expand and implement formative assessment program, including benchmarks, for ELD. Implement an electronic method of gathering benchmark data.	Implement formative assessment program, including benchmarks, for ELD.	Implement formative assessment program, including benchmarks, for ELD.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$25,500 (Duplicate Goal 2; Action 3)	\$26,265 (Duplicate Goal 2; Action 3)	\$27,053 (Duplicate Goal 2; Action 3)
Source	General Fund/LCFF	General Fund/LCFF	General Fund/LCFF
Budget Reference	Student Assessment	Student Assessment	Student Assessment

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	X <input checked="" type="checkbox"/> [Specific Student Group(s)]	English Learners _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____	

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.	Implement system for monitoring EL progress in meeting annual English proficiency and ELA targets toward reclassification.	Implement system for monitoring EL progress in meeting annual English proficiency and ELA targets toward reclassification.

BUDGETED EXPENDITURES

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

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop and implement an intervention plan for EL students not making adequate progress in meeting targets.	Implement the intervention plan for EL students not making adequate progress in meeting targets.	Implement the intervention plan for EL students not making adequate progress in meeting targets.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$12,500 (Duplicate Goal 2; Action 7)	\$35,010 (Duplicate Goal 2; Action 7)	\$18,035 (Duplicate Goal 2; Action 7)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase supplemental materials as needed for English learners.	Purchase supplemental materials as needed for English learners.	Purchase supplemental materials as needed for English learners.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<u>Amount</u>	\$12,500 (Duplicate Goal 2; Action 7)	\$35,010 (Duplicate Goal 2; Action 7)	\$18,035 (Duplicate Goal 2; Action 7)
<u>Source</u>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<u>Budget Reference</u>	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies	Supplemental Instructional Materials & Supplies

New Modified X 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 1 2 3 4 X 5 X 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Improved student engagement is needed to increase student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rates	95.08% P2	Maintain a P2 attendance rate above 95%	Maintain a P2 attendance rate above 95%	Maintain a P2 attendance rate above 95%
Chronic Absentees	17 students	Maintain chronic absentees under 20 students	Maintain chronic absentees under 25 (increase due to addition of grades 7 & 8)	Maintain chronic absentees under 25 (increase due to addition of grades 7 & 8)
Student Surveys	90% overall positive school experience	Maintain 90% overall positive school experience	Maintain 90% overall positive school experience	Maintain 90% overall positive school experience
Suspensions	3 students	Maintain suspensions under 5 students	Maintain suspensions under 10 (increase due to addition of grades 7 & 8)	Maintain suspensions under 10 (increase due to addition of grades 7 & 8)

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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 and Conflict Resolution, "kid safe" training and "mix it up" lunches.	Implement the school-wide behavior plan. Continue the student Morning meetings and Conflict Resolution, "kid safe" training and "mix it up" lunches.

BUDGETED EXPENDITURES

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

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

	2017-18	2018-19	2019-20
Amount	\$216,672 (Duplicate Goal 1; Action2)	\$227,290 (Duplicate Goal 1; Action2)	\$222,048 (Duplicate Goal 1; Action2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Directors: Compensation+benefits	Directors: Compensation+benefit	Directors: Compensation+benefit
2017-18	2018-19	2019-20	
Amount	\$37,778	\$39,345	\$40,994

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Family Engagement Coordinator: Compensation+benefit	Budget Reference	Family Engagement Coordinator: Compensation+benefits	Budget Reference	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 with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Administer the 5 th /6 th student survey; evaluate results; develop and implement an action plan to improve school climate and student engagement.	Administer the 5 th /6 th student survey; evaluate results; develop and implement an action plan to improve school climate and student engagement.	Administer the 5 th /6 th student survey; evaluate results; develop and implement an action plan to improve school climate and student engagement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No direct cost	Amount: No direct cost	Amount: No direct cost
Source:	Source:	Source:

Budget Reference

Budget Reference

Budget Reference

Action **4**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to develop the mentor program for students. The Lead Teachers team will participate in the development of the program.	Continue the mentor program for students.	Continue the mentor program for students.

BUDGETED EXPENDITURES

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

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue the afterschool enrichment and intervention program.	Continue the afterschool enrichment and intervention program.	Continue the afterschool enrichment and intervention program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$81,159	Amount: \$83,594	Amount: \$86,101
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Consultants: Non-Instructional	Budget Reference: Consultants: Non-Instructional	Budget Reference: Consultants: Non-Instructional

2017-18	2018-19	2019-20

Amount	\$177,525	Amount	\$182,851	Amount	\$188,336
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Consultants: Instructional	Budget Reference	Consultants: Instructional	Budget Reference	Consultants: Instructional

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20			
Amount	\$81,159	Amount	\$83,594	Amount	\$86,101
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration

Budget Reference

Consultants: Non-Instructional

Budget Reference

Consultants: Non-Instructional

Budget Reference

Consultants: Non-Instructional

New Modified 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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Parent involvement is an integral component in student success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance at parent events	To be determined			
Parent Survey	86 received % positive to be determined for this year	95 received 90% or more rating school positively	105 received 90% or more rating school positively	115 received 90% or more rating 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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue the family engagement program with the Directors and Family Engagement Coordinator. Evaluate the results and develop and implement an action plan.	Continue the Family Advocate and Home Visits program with the Directors and Family Engagement Coordinator. Evaluate the results and develop and implement an action plan.	Continue the Family Advocate and Home Visits program with the Directors and Family Engagement Coordinator. Evaluate the results and develop and implement an action plan.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$216,672 (Duplicate Goal 1; Action 2)	\$227,290 (Duplicate Goal 1; Action 2)	\$222,048 (Duplicate Goal 1; Action 2)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget	Directors: Compensation+benefit	Directors: Compensation+benefit	Directors: Compensation+benefit

Reference	Reference	Reference
2017-18	2018-19	2019-20
Amount \$37,778 (Duplicate Goal 4; Action2)	Amount \$39,345 (Duplicate Goal 4; Action 2)	Amount \$40,994 (Duplicate Goal 4; Action 2)
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference Family Engagement Coordinator: Compensation+benefits	Budget Reference Family Engagement Coordinator: Compensation+benefits	Budget Reference 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	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to develop the Friday Morning parent meetings and Family Nights.	Continue to develop the Friday Morning parent meetings and Family Nights.	Continue to develop the Friday Morning parent meetings and Family Nights.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$37,778 (Duplicate Goal 4; Action 2)	Amount	\$39,345 (Duplicate Goal 4; Action2)	Amount	\$40,994 (Duplicate Goal 4; Action2)
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Family Engagement Coordinator: Compensation+benefits	Budget Reference	Family Engagement Coordinator: Compensation+benefits	Budget Reference	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 with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
Amount	Amount	Amount
No direct costs	No direct costs	No direct costs

Source	<input type="text"/>	Source	<input type="text"/>	Source	<input type="text"/>
Budget Reference	<input type="text"/>	Budget Reference	<input type="text"/>	Budget Reference	<input type="text"/>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$972,803	<u>Percentage to Increase or Improve Services:</u>	29.07%
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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](#)).

Over 91% 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.
- The Lucy Caulkins Writing and Guided Reading professional development included coaching for every teacher and addressed meeting the needs of these students.
- The intervention program addresses the needs of each student includes the I-Ready program, Guided Reading and extended learning, after-school, Saturdays and summer school.
- 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

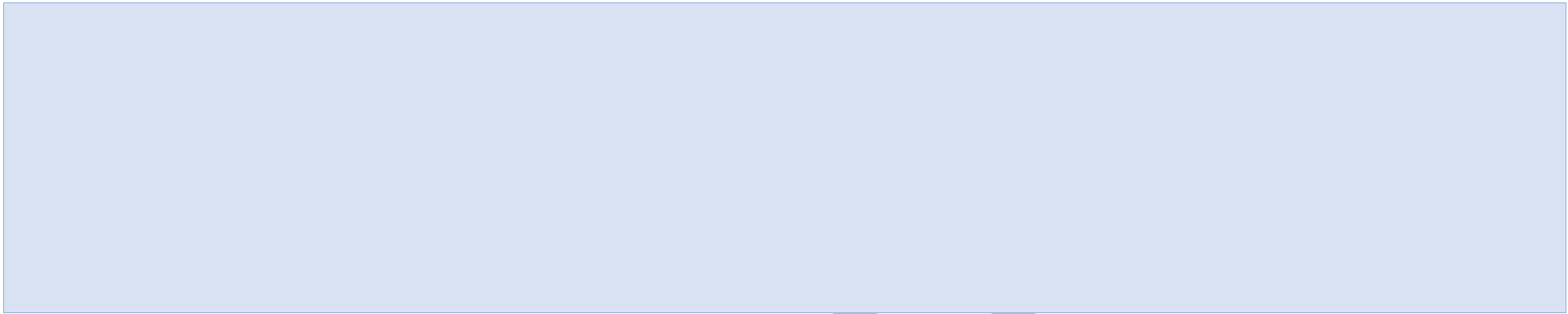
\$1,106,290

Percentage to Increase or Improve Services:

27.96%

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](#)).



DRAFT