

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Staffing and Credential Report	100% credentialed teachers	100%	100%	100% authorized teachers	100% credentialed teachers
Facility audit	100% of facility in good condition	100%	100%	100%	Facility in good repair
Annual textbook and materials audit	100% of students have access to standards-based or aligned textbook and materials	100%	100%	100%	All students will have access to standards-based or aligned textbooks and materials

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Although we used four different venues to advertise and find teachers, including EdJoin, we have not been able to fill all of our open positions with fully credentialed teachers. We have been successful in filling almost all of the remaining positions with interns. We continue to be successful in encouraging community members to pursue teaching credentials. We provide financial aid to teachers enrolled in credential programs.

All students have access to standards-based or standards-aligned texts and materials. The facilities have been kept in good repair with ongoing work.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math MAP Benchmarks	30% meeting or exceeding grade level standards in math	29%	53%	47% midyear	60% meeting or exceeding grade-level standards in math
ELA MAP Benchmarks	33% meeting or exceeding grade-level standards in ELA	32%	41%	45% midyear	60% meeting or exceeding grade-level standards in ELA
SBAC ELA	54.17% met or exceeded standards on the SBAC ELA	Not available	48.21% met or exceeded standards on the SBAC ELA	45.95% met or exceeded standards on the SBAC ELA	SBAC ELA 61% meet or exceed grade-level standards
SBAC Math	53.15% met or exceeded standards on SBAC Math	Not available	37.08% met or exceeded standards on the SBAC Math	37.86% met or exceeded standards on the SBAC Math	SBAC Math 59% meet or exceed grade-level standards
DRA	47% meeting or exceeding grade level as measured on the DRA	End of year results are not yet available as of June 20, 2022. On June 22, 2022, 40% met or exceeded grade level	65%	End of year DRA results are not completed for 2024 as of May 28.	70% meeting or exceeding grade level as measured on the DRA

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2.1 Instead of providing professional development in the Lucy Caulkins model of Readers' and Writers' workshops, ELA professional development focused on the new ELA adoption.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 More was spent on professional development than anticipated as we implemented the new ELA and Math programs. We found we needed more support for teachers to effectively implement them.
2.11 RCP found a significant increase in the number of Chromebooks that had to be replaced. RCP chose to purchase more expensive Chromebooks which will not have to be replaced as frequently. This accounts for the additional expenditure.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did not meet our target for math on our MAP assessments, we saw significant growth from the beginning of the year to the mid-year assessment. We attribute that to the implementation of the new math program and anticipate that we see more significant growth as teachers become more proficient at implementing the program. We will continue to provide professional development and job-embedded professional development through the Directors. We have a 3% drop in our ELA MAP scores from the beginning of the school (BOY) to middle of the year (MOY). It's definitely due to doing a complete full implementation of a new curriculum in August 2023. With more professional development during the winter and spring, we are expecting growth in ELA by the end of the school year. Once teachers are more comfortable with this curriculum, we are expected to see better test results.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We changed the metrics for our local assessments (MAP assessments and DRA) to mid-year as we do not have end of year data in time for use in the development of our LCAP. In order to have more assessment information on phonics, we have moved to the DIBELS assessment for grades TK-3, while the DRA continues to be used for grades 4 - 8.

2.13 Tutors --we did not see the impact we planned for and therefore are revising the use of these tutors to ensure that they are consistently used with the identified students and that the assessment results are monitored more closely.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	67% of EL students score at Levels 3 and 4	60.48% per 2020-2021 DataQuest	63.12% per 2021-2022 DataQuest	60.63% of ELs scored at Levels 3 & 4 per 2022-23 CAASP website	70% of EL students will score at Levels 3 and 4
Long-Term English Learner (LTEL) rate	2.8% LTEL rate	20.1% for 2020-2021 per DataQuest	3.9% per 2022-2023 DataQuest	5.5% of ELs are LTEL per 2023-2024 DataQuest	LTEL rate below 5%
Reclassification rate	10.8% reclassification rate	10.8% for 2020-2021 per DataQuest	As of May 31, 2023, 18 students have been reclassified.	10 students have been reclassified in 2024 (4.2%) as of May 28	16% reclassification rate

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to competing priorities and insufficient time, there was not a review of the ELD benchmarks nor an expansion of the EL monitoring. Next year, we plan to utilize the lead teachers committee to review both ELD benchmarks and EL monitoring. Due to staffing shortages we were only able to hire a part time ELD instructional aide. While the current ELD benchmarks were not reviewed, teachers participated in professional development on the new ELPAC interim assessments and all grade levels used them as part of their ELD instruction. We were not able to provide as much targeted as professional development with our consultant as planned due to competing priorities with the two new adoptions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since the review of the ELD benchmarks and EL monitoring was not done, the actual expenditure was \$0 for both these actions. (see above). Additionally, since the ELD Instructional aide is only part time, not all of the budgeted funds were expended that. We only used \$1500 on an outside consultant for professional development on ELD. The rest was done using in-house staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This school year, a small number of students reclassified. There needs to be a stronger and more effective process in monitoring reclassification candidates and English Language Learners. The professional development was not sufficient to ensure effective, consistent integrated and designated ELD.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional professional development on meeting the needs of all English learners from newcomers to Long-term English learners (LTEL) is planned for the 2024-2025 school year. In 2022-2023 a consultant worked with our teachers on meeting the needs of our LTEL students and we saw progress with that cohort. Without that additional focus this year, we did not sustain that progress.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Richmond College Prep (RCP) provides a safe, welcoming and engaging learning environment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	93.37% P2 attendance rate	91.29%	92.04%	94.33%	95% P2 Attendance rate
Chronic absentee rate	22%	24.6% per 2020-2021 DataQuest	43.3% per 2021-2022 DataQuest 23.9% as of 6/1/2023	16.37% as of 5/29/2024	chronic absenteeism rate of 12% or less
Student surveys	90% positive responses on school climate and culture	90% positive responses on school climate and culture	75% positive responses on student survey	73% positive responses on student survey	90% positive responses on school climate and culture
Suspension rate	1.4% rate of suspensions	0% per 2020-21 DataQuest	4.8% per 2022 CA Dashboard 4.1% as of 6/12/23	3.7% as of 5/29/2024	Maintain a suspension rate under 5%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

More funds were expended on attendance as the attendance clerk took on additional responsibilities related to enrollment and attendance and the position was upgraded to a coordinator position.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Behavior Plan and CT3 classroom management system continue to be effective as implemented with professional development for staff. The suspension rate remains low. The counseling and other social- emotion learning actives continue to be valued. The Attendance Coordinator has had a positive impact in reducing chronic absenteeism. While we are still not meeting our target for chronic absenteeism, we have made significant progress. The mentor program was coordinated with our Coordination of Services Team (COST) as staff recommended last year which enabled us to be more effective with our limited mentors.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The attendance committee will plan and follow a robust plan in the beginning of the 2024-25 school year to continue supporting student attendance and ensure an even lower chronic absenteeism rate in 2025.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Richmond College Prep (RCP) engages parents and families to support student success in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance at parent events	12 parents at weekly parent meetings	No attendance was taken at the parent meetings which were held on Zoom.	235 unduplicated parents attended parent events over the school year.	173 unduplicated parents attended parent events over the school year.	20 parents at weekly parent meetings June 2023 -- change desired outcome to 250 unduplicated parents attend parent event over the school year.
Parent Survey	90% rating the school positively 100 received	94% rated the school positively 159 received	95% rated the school positively 134 received	93.6% rated the school positively. 346 received	90% rating the school positively 125 surveys received

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were some challenges with implementing all of our planned parent activities due to the departure of our Family and Community Engagement Coordinator in the fall. Various staff took on responsibilities to ensure the program continued, and the position was filled in early spring. After a brief lapse in the weekly parent meetings, we successfully increased parent attendance by offering workshops on How to Support your Child's Literacy at Home, A Parent's Guide to Special Education, and Breast Cancer Awareness. Almost all planned parent events were carried out, including family nights, coffee club, and parent participation at planning meetings. .

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The range of activities for parents to engage with RCP provides opportunities for parents and families to attend events that work with their schedules and meet their needs. This year we involved students to get parents to complete the online survey, and it was very effective since we received the most surveys we have ever gotten. Through personal phone calls, ClassDojo, and Robotext we achieved parent attendance of 20-50 at the joint SSC/ELAC/LCAP meetings.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We continue to be successful in engaging parents in the life of the school and responsive to parent needs and requests. Additional activities and events are planned for 2024-2025 based on parent surveys, requests, and suggestions. For 2024-2025, we want to increase parent participation by offering more online events: virtual family fun nights, educational webinars and workshops, health and wellness programs, a literacy campaign, and cultural celebrations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023