Minutes of the Richmond College Prep School Site Council (SSC) Meeting
Date: March 12, 2025
Location: Zoom Meeting 5:30 PM - 6:30 PM

---

1. Roll Call

The meeting was called to order. Roll call was taken, and the following members were present:

- Sarah Lego (Director)
- Cynthia Cuautzo (President)
- Ariana Valencia (Teacher)
- Ameila Wilson (Teacher)
- Sandra Arevalo (Teacher)
- Mayra Govea (Staff Member)
- Karen Alvardao (Vice President)
- Latonia Roberts (Secretary) - Not Present
- Martine Blake (Parent Voter)
- Ebony Blake (Parent Voter) - Late

---

2. Approval of Minutes

The minutes were not approved as more time was needed for review.

---

3. Review of SSC Norms and RCP Vision

A discussion was held to review the Richmond College Prep School Site Council (SSC) norms and the RCP Vision. Members were reminded of the importance of these guiding principles and

the school's mission.
Public Comment: No public comments were made.

---

4. Richmond College Prep School Site Council (SSC) Bylaws

The SSC Bylaws were reviewed, and a translated copy of the bylaws was provided for accessibility.
Public Comment: No public comments were made.

---

5. New Items

Review of Student Survey Results and Action Plan

The student survey results were presented, and an action plan was discussed based on these findings. It was noted that improvements were necessary in certain areas, and the action plan would address these concerns.
Public Comment: No public comments were made.

---

6. Review of LCAP (Local Control and Accountability Plan)

The meeting focused on the Local Control and Accountability Plan (LCAP) and its impact on student success. Key points discussed included the $7,094,634 in funding allocated to Richmond College Prep for supporting low-income students, English learners, foster youth, and special education students. The following goals were discussed:

- 95% of staff fully credentialed
- 60% of students meeting math benchmarks
- 54% of students meeting English Language Arts (ELA) benchmarks
- 70% of English learners meeting standards

The school is focused on improving attendance rates, reducing chronic absenteeism, and enhancing student engagement.
Public Comment: No public comments were made.

---

7. Comments and Discussions

Challenges of Isolation and Representation in Schools

- Ebony Blake expressed concerns about Black male students feeling isolated, particularly due to the lack of peer representation and emotional support.

- Sarah Lego reflected on her experience when the school had a more diverse student body, emphasizing the importance of equal representation in classrooms.

- Diana Gurrola-Ramirez highlighted the need for culturally responsive teaching and staff that reflect the changing demographics of Richmond.

The conversation emphasized the importance of listening to students, reviewing data, and ensuring positive experiences for all students.

Parental Involvement and Inclusivity Initiatives

- Martine Blake shared observations about the different experiences between Black male and female students, resonating with the isolation mentioned earlier.

- Blake suggested adjusting morning circles to embrace identity and inclusivity and proposed restructuring playground activities to build a larger, culturally connected community.

- Sarah Lego acknowledged the importance of these suggestions, highlighting the need for increased student engagement and systems that support inclusivity.

Student Suspension Data and Special Education

- Sarah Lego presented data on student suspensions, noting a 2.68% suspension rate, with 18% of suspended students being African American.

- She also mentioned that 36% of suspended students have Individualized Education Plans (IEPs), and 63% are multilingual learners, indicating a need for more support for these groups.

- The conversation shifted to the importance of gathering data through surveys and private conversations and the implementation of student leadership initiatives and the Multi-Tiered System of Supports (MTSS) to ensure appropriate interventions for all students.

---

8. Local Control Accountability Plan (LCAP) Overview

Sarah Lego explained that the LCAP is a three-year plan outlining how schools will support student success, with funding from the state and supplemental grants for low-income students, English learners, foster youth, and special education students. She also discussed the eight state priorities that must be supported by the funds, including basic services, student achievement, student engagement, and student outcomes.

Lego emphasized the advisory role of the SSC in advising the school board on the LCAP and the importance of parent, family, and student participation in the process.

---

9. Goals and Progress of the LCAP

Sarah Lego shared the progress on the five main LCAP goals:

- Highly qualified staff
- Strong instructional programs
- Support for English learners
- Safe and welcoming environment
- Parent engagement

The mid-year review shows that 95% of staff are fully credentialed, and all students have textbooks, meeting the goals for staff qualifications and resources. Goal two focuses on instructional programs, with 62% of students meeting or exceeding math benchmarks, and 54% meeting or exceeding ELA benchmarks.

The conversation emphasized the importance of professional development, benchmark assessments, and the implementation of MTSS to support these goals.

---

10. Support for English Learners and Long-Term English Learners

Sarah Lego discussed the progress in supporting English learners, noting that 65% of English learners scored a level three or four on the ELPAC. The goal is to have 80% of English learners reclassified within six years, with 75% currently reclassifying.

Diana Gurrola-Ramirez mentioned the upcoming ELAC meeting to address these goals and emphasized the importance of parental involvement in supporting these efforts.
The conversation focused on the need for specific interventions for long-term English learners.

---

11. Student Safety and Engagement

Sarah Lego addressed the importance of student safety and the role of the safety committee in addressing concerns. The discussion shifted to Goal 4, focusing on creating a safe, welcoming, and engaging learning environment for all students. Key metrics on attendance, chronic absenteeism, student survey results, and suspension rates were reviewed, with progress being made in all areas.

Lego reiterated the importance of parental feedback and involvement in the LCAP process and encouraged participation in the upcoming safety committee meeting.

---

12. Feedback and Next Steps

Sarah Lego invited parents and community members to complete a survey to provide feedback on the LCAP and the meeting. She emphasized the importance of anonymous feedback, calling for both positive and negative input to improve student support.

Lego reminded everyone of upcoming events and the need for continued collaboration to support the school's mission.

Diana Gurrola-Ramirez thanked everyone for their participation and reiterated the importance of the conversation for the benefit of students.

---

13. Adjournment

There being no further business, the meeting was adjourned at 6:30 PM.
