



Miles P. Richmond

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

10/07/2026

3:00 PM

Location (Ubicación)

Room 2

Zoom Link (Enlace de Zoom)

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>			Present / Absent <i>Presente/ Ausente</i>
Parent	Lola Benevidaz	Year 2	
Community Member	Alphonzo Martinez	Year 2	
Parent	Maria Diegelman	Year 1	
Student	Elijah Benevidaz	Year 2	
Parent	na	Year 1	
Alternates (Alternativos):			
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>			
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>			Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Lucas Machado			
Teacher: <i>Maestro(a):</i>	Marissa Luna	Year 2	
Teacher: <i>Maestro(a):</i>	na	Year 1	
Teacher: <i>Maestro(a):</i>	na	Year 1	
Other Staff: <i>Otro Personal:</i>	Noemi Matutat	Year 2	
Alternates: <i>Alternativos:</i>			
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>			

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> Total Members in Attendance: <i>Total de Miembros Presentes:</i> Quorum: <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> 1 Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

Member Training (Formación de Miembros) Review Training Highlights	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Elect Officers (Elegir a Funcionarios) Elect Council Roles	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

Bylaws (Reglamentos) Adopt Bylaws 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
Parent Involvement (Participación de Padres) 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
School Compact (Compacto Escolar) 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
Other Review and revise the terms of office	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

Other Review of SPSA Goals and Actions 1  Attachment	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
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Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i>

Next meeting date: <i>Fecha de próxima reunión:</i>	11/18/2026	3:00 PM
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Miles P. Richmond

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

05/22/2026

10:00 AM

Location (Ubicación)

IEP Conference Room Building B

Zoom Link (Enlace de Zoom)

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Student	Elijah Benavidez	Present
Parent	Lola Benavidez	Present
Community Member	Edgar Martinez	Absent
Parent	NA	Absent
Parent	NA	Absent
Alternates (Alternativos):		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) *Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Lucas Machado		Present
Teacher: <i>Maestro(a):</i> Marissa Luna		Present
Teacher: <i>Maestro(a):</i> NA		Absent
Teacher: <i>Maestro(a):</i> NA		Absent
Other Staff: <i>Otro Personal:</i> Noemi Matutat		Present
Alternates: <i>Alternativos:</i>		
*Teachers must be the majority *Los maestros deben ser mayoría		

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 10:12 AM Total Members in Attendance: 5 <i>Total de Miembros Presentes:</i> Quorum: Yes (Si) <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> Public comment that the secretary can keep notes on the printed agenda or use a laptop.
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> SPSA, Attendance Data Review,
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> 1 Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona:</i> Noemi Matutat Second <i>Se secundó:</i> Marissa Luna In favor <i>A favor</i> : 5 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas
NA

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas
NA

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas
NA

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> na Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> na Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> na Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> na Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> na
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> na

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA 1 Attach Document	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Marissa Luna Person <i>Persona:</i> Marissa Luna Second <i>Se secundó:</i> Lola Benevidaz In favor <i>A favor :</i> 5 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>
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Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) na
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>) na
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Review Attendance Data Cell phone policy review	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Attendance reviewed; parent suggested a second look at students marked as excused tardy for being at ARC or other excused functions, and whether this affects the attendance numbers. Cell phone policy reviewed; teacher feedback that policing whether the device is OFF is difficult. Student member agrees that devices are a distraction and best kept away during instruction.
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i> 10:53 AM

Next meeting date: <i>Fecha de próxima reunión:</i>	10/09/2026	10:00 AM
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School Site Council Bylaws Miles P. Richmond

Article I: Duties of the SSC

The SSC of Miles P Richmond School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in EdCode Section 65000

Section A: Composition

The SSC shall be composed of at least 6 members, selected by their peers, as follows:

- 1 Classroom teacher
- 1 Other school staff member
- At least 1 parent or community member
- At least 1 student
- The school principal or designee shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district **so long as they are not employed at this school.**

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable. The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson

- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: <insert name>
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the first meeting of the school year of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on date ranges prescribed by the district. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice.

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

Miles P. Richmond School

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY Transition Opportunities Program 2026-2027

Miles P. Richmond School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It was distributed to parents in AERIES Communicator. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents/students in the Title I program at Miles P. Richmond School, the following practices have been established:

The school convenes an annual meeting to inform families of Title I students about Title I requirements and about the right of families to be involved in the Title I program.

The parents and students at Miles P. Richmond School are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

The school offers a flexible number of meetings for Title I families, such as meetings in the morning or evening.

Flexible parent/student meetings are offered during Weekly Student-Principal Chat and monthly Zoom Family Input. Some Title I families are a part of the School Site Council, Parent Teacher Association (PTA), and English Learner Advisory Committee. Families provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves families of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I family involvement policy.

Information is gathered at parent/student input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides families of Title I students with timely information about Title I programs.

Families are informed about information regarding Title I programs at meetings, Family Education Nights, and written correspondence sent home with the weekly Grizzly Gazette School Newsletter sent through AERIES communicator, ParentSquare.

The school provides families of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Families are informed about curriculum, assessments, and student progress and proficiency at Back-to-

School Nights, through IEP Progress Reports, at IEP Team Meetings, and at Open House.

If requested by families of Title I students, the school provides opportunities for regular meetings that allow the parents and students to participate in decisions relating to the education of the students.

Parents can contribute to decisions related to the education of their child at IEP meetings, any community or family event, or in direct meetings with the Principal.

BUILDING CAPACITY FOR INVOLVEMENT:

Miles P. Richmond School engages Title I parents/students in meaningful interactions with the school. It supports a partnership among staff, parents, students, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to families by the classroom teacher at Back-to-School Night, during IEP Team Meetings, and any time it is requested. Families are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in IEP Progress Reports and any time it is requested. The monitoring and improvement of student achievement is also discussed in Professional Learning Community monthly collaboration meetings.

The school provides Title I families with materials and training to help them work with their children to improve their children's achievement.

Title I families are provided with training and materials to work with their students at Back-to-School Nights, Family Education Nights, and informal parent meetings with the teacher.

With the assistance of Title I families, the school educates staff members about the value of family contributions, and in how to work with families as equal partners.

Family Involvement is a primary focus at Miles P. Richmond School. It is a primary goal of the staff and classroom teachers to engage and involve families in the students' education. Families are encouraged by the Principal and the staff to volunteer. Families are informed that they are an integral part of the students' education.

The school coordinates and integrates the Title I family involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Families of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and support are for all families of students on campus or virtually.

The school distributes Information related to school and family programs, meetings, and other activities to Title I families in a format and language that the families understand.

Family information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for family involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Association, English Language Advisory Committee, such as Family Education Night, Family PBIS Meetings, Transition Fair, Fall Fest, and daytime student events that families are invited to come to.

ACCESSIBILITY

Miles P. Richmond School provides opportunities for the participation of all Title I families, including families with limited English proficiency, and parents of migratory students Information and school reports are provided in a format and language that families understand.

All families are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the families have students that are Title I, or English Learners. Translation services are available to assist families to communicate with school staff, teachers, and Principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. Miles P. Richmond School is a family-friendly school, where family involvement, input and access is highly valued.

SCHOOL SHARED SUCCESS PLAN

MILES P. RICHMOND TRANSITIONAL SCHOOL 2026-2027



This success plan is an agreement between the school, students, guardians and families to support the best possible outcomes for students at Miles P. Richmond Transitional School.

As a school, we will:

- Provide high-quality instruction in a supportive and effective learning environment, including community-based instruction.
- Set clear expectations for all.
- Keep families notified of special events as soon as able.
- Offer incentives to increase positive behavior and involvement.
- Maintain supervision of students throughout the day.
- Keep a positive, open line of communication with students, guardians and families.
- Respond to students, guardians and families in a timely manner.

As an adult student, I will:

- Advocate for myself.
- Use respectful and professional language.
- Be in class during class time. Students are not permitted to be out of supervision.
- Keep my behavior professional, avoiding public displays of affection.
- Allow the school to contact my parents or guardians as needed.
- Keep my cell phone put away and on silent mode during class/instructional time.
- Use social media positively and not to bully or harass other students.
- Keep a positive and open line of communication with the school.

As a parent or guardian, I will:

- Keep a positive and open line of communication with the school.,
- I will do my best to keep my student(s) home when they are ill.
- Respond to the school in a timely manner.
- Keep my phone number updated in AERIES and answer when called by the school.
- Attend school events when possible.
- Make arrangements to have my student picked up when they are ill or need to go home.
- Support the school in positive ways.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement and Decrease Disproportionalities

An increasing number of students will earn more credits toward obtaining a diploma while they are enrolled with the Transition Opportunities Program at Miles P. Richmond School

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#1: Increase Academic Achievement and Disproportionalities. By the end of the 26-27 school year 10% of overall students will be working toward a high school diploma while 90% of students are increasing ability to work and live independently in adult life.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Miles P Richmond students learn living skills in order become as independent as possible through the IEP process of goals. These living skills increase the ability to live and work independently after transitioning to adult life.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students identified as being eligible and appropriate to continue working toward earning a diploma	5/80; 6.25%	8/80; 10%
Number of students participating in industry tours	0/80 0%	60/80 75%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students are supported and engaged with application and registration processes with other schools including within District (e.g., Twin Rivers Adult School) and without District (e.g., American River College, Sacramento City College). Including tuition payment.	All students	500 Title I Basic 5000-5999: Operating Expenditures
1.2	Supplement educational software subscriptions will be purchased to increase student achievement in living skill lessons through engagement and checking for understanding.	All students	2000 Title I Basic 4000-4999: Materials and Supplies
1.3	Classroom cooking programs teach independent cooks as a life skill. Classrooms will purchase	All students	3000 Title I Basic

	refrigerators to house food between cooking lessons.		4000-4999: Materials and Supplies
1.4	Professional Development for Staff centered around serving transition students in a safe environment. Purchasing speaker(s) and related books and/or digital resources.	All Students	500 Title I Basic 5000-5999: Operating Expenditures 500 Title I Basic 4000-4999: Materials and Supplies
1.5	Living skills supplies for student to learn how to take care of their bodies independently. Hygiene kits, first aid kits, and extra appropriate clothing will be purchased		1000 Title I Basic 4000-4999: Materials and Supplies
1.6	Students at Miles P Richmond will experience job exploration as part of the transition program. Transportation and entrance fees will be purchased for "Industry Tours" of places where possible job opportunities exist. (Possible places are Sutter Health Park, grocery stores, clothing stores etc)		2204 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Eligible students did enrollment in the Adult School and are taking classes

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Eligible students did enrollment in the Adult School and are taking classes, however, the cost of transportation and enrollment is zero.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changed to match current makeup of the school population.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve School Culture through Increased Student Engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#3 Improve School Culture through Increased Student Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Employment

Improve career readiness and access to employment by leveraging paid or volunteer work experiences at school

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#2 Ensure all Students Graduate College and Career Ready. By the end of the 26-27 school year 50% of students will participate in a paid or volunteer vocational experience while 100% of student will experience instructional activities that support vocational responsibilities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students at Miles P. Richmond School are all age 18 and over and require access to paid or volunteer work experiences at school in order to fulfill the legally defined requirements of special education programs and services for post-high school years.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in volunteer or paid vocational experiences	Less than 50% of all students have a paid or volunteer vocational experience	50% of students from each classroom will participate in a paid or volunteer vocational experience once per week
Instructional activities to support learning about vocational responsibilities	At least 50% of students participate in instructional activities to learn about vocational responsibilities or job-seeking responsibilities within the classroom regardless of their participation in vocational experiences	100% of students who are present on a day when vocational instructional activities are being presented will participate in some manner at least three times per week

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Students will access paid or volunteer work experiences at school. Materials for repairs, gardening supplies and additional landscaping tools will be purchased. Students will work on yard maintenance, growing food, and preparing food for cooking.	Students with severe physical or behavioral needs which prevent them from leaving campus for work experiences	2000 Title I Basic 4000-4999: Materials and Supplies
3.2	Students will access volunteer experiences with the same expectations and experiences, alongside of paid peers, in various vocational roles. Materials will be purchased to begin an in-school student	Students with severe physical or behavioral needs which prevent them from leaving	2000 Title I Basic 4000-4999: Materials and Supplies

	store for students to purchase items using PBIS currency. A stand with canopy as well as materials such as rolling carts, lockable chests, and buckets	campus for work experiences	
3.4	Students will access volunteer experiences with the same expectations and experiences, alongside of paid peers, in various vocational roles. Woodworking tools and materials will be purchased. Students work to create various projects for sale and use at school.	Students with severe physical or behavioral needs which prevent them from leaving campus for work experiences	2000 Title I Basic 4000-4999: Materials and Supplies
3.5	Students will access volunteer experiences with the same expectations and experiences, alongside of paid peers, in various vocational roles. Mobile Coffee Shop supplies and a mobile cart will be purchased to give students cashier and food service work experience	Students with severe physical or behavioral needs which prevent them from leaving campus for work experiences	2000 Title I Basic 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Upgrades to gardening, cooking, coffee shop and makerspace increased opportunities for student to attain work-related experiences

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences as funds were intended to increase opportunities and output which were accomplished.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain to maintenance current programs and outputs

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Parent Engagement

The percentage of parents participating in combined school activities will increase to 50%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students at Miles P. Richmond School have limited experiences outside of regular school hours when parents are presumably more available. During school, less than 50% of families of students who still live with families will participate in a school activity such as the September Talent Show

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in school events	15% of parent participated in open house	25% or more of parents will attend open house
Parent participation in education and outreach events	Parent outreach event held in spring 2025, with 25 attendee's.	Host one education/outreach event for parents

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parents, students and families will be invited to Back to School Night, the Talent Show, a parent education event, Open House and the Transition ceremony at the end of the year. Light refreshments will be purchased and served to welcome parents. Materials will be copied and distributed as appropriate.	All students, parents and families	512 Title I Parent and Family Engagement 4000-4999: Materials and Supplies 500 Title I Basic 4000-4999: Materials and Supplies 500 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Back to school night and Winter transition ceremony showed improved parent attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Providing refreshments at Back to School night and ceremony improved attendance and was consistent with the goals stated objective.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A continued effort to provide incentives for parents to attend events will be made.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide Facilities that are Clean, Safe, and Conducive to Student Learning
Not Applicable – No Title 1 funds are allocated to this goal

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.