

Miles P. Richmond

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

11/19/2025

4:00 PM

Location (Ubicación)

Zoom

Zoom Link (Enlace de Zoom)

https://twinriversusd-org.zoom.us/j/86763945879

2025 - 2026, Elected SSC Members Miembros Electos de SSC

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)		
Lola Trevino-Benavidez		
Edgar Martinez		
Elijah Benavidez		
Alternates (Alternativos):		
	Lola Trevino-Benavidez Edgar Martinez	

^{*}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 (Please note Year 1 or 2 of membership) Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)	Present / Absent Presente/ Ausente
Principal/Designee: Directora(a)/ Designado(a): Geniel Bratton	
Teacher: Maestro(a): Marissa Luna	
Other Staff: Otro Personal: Noemi Matutat	
Alternates: Alternativos: Forrest Brissey	
*Teachers must be the majority *Los maestros deben ser mayoría	

AGENDA		
ITEM ARTÍCULO	Facilitator Facilitador(a)	Minutes Minutas
Call to Order / Sign in sheet Orden del Día/ Hoja de Firmas	Chairperson Presidente	This meeting is called to order at: Se abre la sesión a las
Quorum Quórum (50% +1)		Total Members in Attendance: Total de Miembros Presentes:
		Quorum: Quórum:
Public Comment (2 minutes per speaker) Comentarios del Público (2 minutos cada participante)	Chairperson Presidente	Summary of Comments (Resumen de Comentarios)
Review Agenda Repasar Agenda	Chairperson Presidente	Summary of Comments (Resumen de Comentarios)
Review / approve minutes from last meeting Revisar/aprobar el acta de la última reunión	Chairperson Presidente	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:
1 Previous Minutes		Moción: Pass of Faii: Moción: Aprobada o Rechazada

Council Business Asuntos del Consejo		
Member Training (Formación de Miembros	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
	Chairperson	Summary of Action Taken
Elect Officers (Elegir a Funcionarios)	Presidente	Resumen de Medidas Adoptadas
	Chairperson	Summary of Action Taken
New Members (Nuevos Miembros)	Presidente	Resumen de Medidas Adoptadas

Required Document Review & Approve:	Revisión y Aprol	bación de Documentos Requeridos:
School Compact (Compacto Escolar)	Chairperson Presidente	I move to approve the Propongo aprobar a la
		Person Persona:
		Second Se secundó:
		In favor A favor:
		Oppose En contra:
		Abstain En abstención:
		Motion: Pass or Fail:
		Moción: Aprobada o Rechazada
1 Nattachment		
Parent Involvement (Participación de Padres)	Chairperson Presidente	I move to approve the <i>Propongo aprobar a la</i>
		Person Persona:
		Second Se secundó:
		In favor A favor :
		Oppose En contra:
		Abstain En abstención:
		Motion: Pass or Fail: Moción: Aprobada o Rechazada
4 % Au		-
1 Nattachment		
N/A	Chairperson Presidente	I move to approve the <i>Propongo aprobar a la</i>
		Person Persona:
		Second Se secundó:
		In favor A favor:
		Oppose En contra:
		Abstain En abstención:
		Motion: Pass or Fail:
		Moción: Aprobada o Rechazada
N/A	Chairperson Presidente	I move to approve the <i>Propongo aprobar a la</i>
		Person Persona:
		Second Se secundó:
		In favor A favor:
		Oppose En contra:
		Abstain En abstención:
		Motion: Pass or Fail:
		Moción: Aprobada o Rechazada

I/A	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
N/A	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
School Plan For Student Achieve Estudiantes (SPSA)	ement (SPSA) Plan Escol	lar para el Rendimiento Académico de los
N/A	Chairperson Presidente	I move to approve the <i>Propongo aprobar a la</i>
		Person Persona:
		Second Se secundó:
		In favor <i>A favor</i> : Oppose <i>En contra</i> :
		Abstain <i>En abstención</i> :
		Motion: Pass or Fail:
		Moción: Aprobada o Rechazada

Other Business: Otros Asuntos:		
ELAC Reporting Informes ELAC	Chairperson Presidente	Summary of Reporting (Resumen de Informes)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)	Chairperson Presidente	Summary of Presentation (Resumen de Presentación)
Additional Information/New Business/Discussion Información Adicional/Asuntos Nuevos/Conversación	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
Adjournment: Aplazamiento:	Chairperson Presidente	Time: Hora:

Next meeting date:Fecha de próxima reunión:

01/28/2026

4:00 PM



Miles P. Richmond

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

11/05/2025

4:00 PM

Location (Ubicación)

Zoom

Zoom Link (Enlace de Zoom)

https://twinriversusd-org.zoom.us/j/86763945879

2025 - 2026, Elected SSC Members Miembros Electos de SSC

Non-staff: Parents/Co Personal: Padres/M	Present / Absent Presente/ Ausente	
Parent	Lola Trevino-Benavidez	
Community Member	Edgar Martinez	
Student	Elijah Benavidez	
Community Member	n/a	
Community Member	na/	
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).

representatives are automore some sorre para escentian tas).	
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)	Present / Absent Presente/ Ausente
Principal/Designee: Directora(a)/ Designado(a): Geniel Bratton	
Teacher: Maestro(a): Marissa Luna	
Teacher: Maestro(a): n/a	
Teacher: Maestro(a): n/a	
Other Staff: Otro Personal: Noemi Matutat	
Alternates: Alternativos: Forrest Brissey	
*Teachers must be the majority *Los maestros deben ser mayoría	

AGENDA		
ITEM ARTÍCULO	Facilitator Facilitador(a)	Minutes Minutas
Call to Order / Sign in sheet Orden del Día/ Hoja de Firmas	Chairperson Presidente	This meeting is called to order at: Se abre la sesión a las
Quorum Quórum (50% +1)		Total Members in Attendance: Total de Miembros Presentes:
		Quorum: Quórum:
Public Comment (2 minutes per speaker) Comentarios del Público (2 minutos cada participante)	Chairperson Presidente	Summary of Comments (Resumen de Comentarios)
Review Agenda Repasar Agenda	Chairperson Presidente	Summary of Comments (Resumen de Comentarios)
Review / approve minutes from last meeting Revisar/aprobar el acta de la última reunión	Chairperson Presidente	I move to approve the <i>Propongo aprobar a la</i>
Minutes from 5/21/25		Person Persona: Second Se secundó: In favor A favor: Oppose En contra: Abstain En abstención:
1 Previous Minutes		Motion: Pass or Fail: Moción: Aprobada o Rechazada

Council Business Asuntos del Consejo		
Member Training (Formación de Miembros	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
Elect Officers (Elegir a Funcionarios)	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
New Members (Nuevos Miembros)	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas

Required Document Review & Approve:	Revisión y Aprol	bación de Documentos Requeridos:
School Compact (Compacto Escolar)	Chairperson Presidente	I move to approve the <i>Propongo aprobar a la</i>
		Person Persona: Second Se secundó: In favor A favor: Oppose En contra: Abstain En abstención: Motion: Pass or Fail: Moción: Aprobada o Rechazada
1 N Attachment		
Parent Involvement (Participación de Padres)	Chairperson Presidente	I move to approve the <i>Propongo aprobar a la</i>
		Person Persona: Second Se secundó: In favor A favor: Oppose En contra: Abstain En abstención: Motion: Pass or Fail: Moción: Aprobada o Rechazada
1 🕲 Attachment		
Review LCAP (Repasar LCAP)	Chairperson Presidente	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>
Approve LCAP (Aprobar LCAP)		I move to approve the <i>Propongo aprobar a la</i>
	Presidente	Person Persona: Second Se secundó: In favor A favor: Oppose En contra: Abstain En abstención: Motion: Pass or Fail: Moción: Aprobada o Rechazada

/A	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
	Chairperson	Summary of Action Taken
/A	Presidente	Resumen de Medidas Adoptadas
School Plan For Student Achie Estudiantes (SPSA)	evement (SPSA) Plan Escol	lar para el Rendimiento Académico de los
N/A	Chairperson Presidente	I move to approve the Propongo aprobar a la
		Person Persona:
		Second Se secundó:
		In favor A favor:
		Oppose En contra: Abstain En abstención:
		Motion: Pass or Fail:
		Moción: Aprobada o Rechazada

Other Business: Otros Asuntos:		
ELAC Reporting Informes ELAC	Chairperson Presidente	Summary of Reporting (Resumen de Informes)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)	Chairperson Presidente	Summary of Presentation (Resumen de Presentación)
Additional Information/New Business/Discussion Información Adicional/Asuntos Nuevos/Conversación	Chairperson Presidente	Summary of Action Taken Resumen de Medidas Adoptadas
Adjournment: Aplazamiento:	Chairperson Presidente	Time: Hora:

Next meeting date: *Fecha de próxima reunión:*11/19/2025

4:00 PM

SCHOOL SHARED SUCCESS PLAN MILES P. RICHMOND TRANSITIONAL SCHOOL 2025-2026



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.



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Miles P. Richmond School	34765056069736	5/21/2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Miles P. Richmond School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Adult transition support for students 18-22 with active IEPs who require a Free and Appropriate Public Education to meet post-secondary goals who are enrolled in the Transition Opportunities Program for services at Miles P. Richmond School

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents	2
Plan Description	4
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators	5
Other Needs	6
School and Student Performance Data	7
Student Enrollment	7
CAASPP Results	9
ELPAC Results	13
Student Population	15
Overall Performance	17
Academic Performance	18
Academic Engagement	23
Conditions & Climate	26
Goals, Strategies, & Proposed Expenditures	28
Goal 1	28
Goal 2	30
Goal 3	32
Goal 4	34
Goal 5	36
Budget Summary	37
Budget Summary	37
Other Federal, State, and Local Funds	37
Budgeted Funds and Expenditures in this Plan	38
Funds Budgeted to the School by Funding Source	38
Expenditures by Funding Source	38
Expenditures by Budget Reference	38
Expenditures by Budget Reference and Funding Source	38
Expenditures by Goal	38
School Site Council Membership	40
Recommendations and Assurances	41
Instructions	42
Appendix A: Plan Requirements	49

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	52
Appendix C: Select State and Federal Programs	55

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Miles P. Richmond School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Adult transition support for students 18-22 with active IEPs who require a Free and Appropriate Public Education to meet post-secondary goals who are enrolled in the Transition Opportunities Program for services at Miles P. Richmond School

Miles P. Richmond School is an adult special education program for students 18-22 years of age. The primary focus of the program is transition goals and the title of the program is Transition Opportunities Program. The mission of Miles P. Richmond School is 'To prepare young adults for independence.'

It is the overarching goal of the adult transition program to prepare our students, to the greatest extent possible, for meaningful and independent adult life. The program serves students with a range of abilities. Some students may be able to obtain competitive employment, others may require supported or sheltered work settings, and others may transition to supported adult day programs. All students benefit from building social skills and community/job readiness skills. All of our students have individualized transition plans to support their personal goals in three areas: Education/vocational training, Employment, and independent living. In order to build capacity in these areas adult transition students require instruction and experiences out in the greater community and job skills development through on-site jobs and/or off-site jobs through various agencies or programs, and independent living skills instruction to grow and develop self-reliance to the fullest extent possible. Elective classes in addition to core instruction are needed to support this instruction. It is a focal point to work toward greater integration between student goals, program structures and off campus outings. It is a goal to develop and refine some program strands (e.g. culinary/food services/Hospitality and gardening/landscaping) with differentiation for the range of student ability

The following goals and related action items summarize our plan.

Goal #1 aligned to LCAP Goal 1. Increase Academic Achievement and Decrease Disproportionalities
Actions/Strategies: 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

- 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.
- 1.2 Supplemental curricula for direct instruction in functional academics, and personal health and safety

Goal #2 aligned to LCAP Goal 2. Ensure all Students Graduate College and Career Ready Actions/Strategies: Students at Miles P. Richmond School will have access to continuing education opportunities, employment training, and direct instruction in life skills

- 2.1 Students with most severe disabilities will access Community Based Instruction with additional personnel, equipment, transportation, or any other necessary services or equipment to make the community accessible 2.2 Students who access vocational training and employment opportunities during instructional hours for Twin Rivers Unified will be supported to access employment whenever possible utilizing additional personnel, equipment, transportation, and any services or equipment necessary to make the vocational settings accessible to students.
 2.3 Supplemental curricula for direct instruction in vocational skills and soft skills necessary for navigating the adult world
- Goal #3 aligned to LCAP Goal 3. Improving Culture and Climate through Increased Student Engagement Actions/Strategies
- 3.1 Miles P. Richmond School will host at its site a multitude of Family Education Nights and other events to enable students to access more information about the program and local partner vendors and agencies including presentations from local agencies or vendors, and materials and transportation to access local partners' programs and services

Goal #4 aligned to LCAP Goal 4. Increase Parent Engagement

- 4.1 Provide food and swag at various events at Miles P. Richmond School for families and students and to entice participation
- 4.2 Increase operating hours for school-based, ASB businesses to function outside of instructional hours in an effort to raise funds

4.3 Provide care services during school events to enable families to bring individuals who require supervision in order for the family to access the events

Educational Partner Involvement

How, when, and with whom did Miles P. Richmond School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder groups include: Students, parents, teachers, School psychologist, support staff including classified paraeducators, custodian, office manager, nurse, and also service providers, district-level administration, and vocational support program staff. All groups were consulted and provided with opportunities to participate and provide input.

Miles P. Richmond administration and certificated and classified staff have met weekly to collaborate on program development and to establish structures that support a continuous cycle of improvement for program development. Discussion has focused on development of student entrepreneurship skills, student engagement, and inclusion in the community. Staff are also focused on developing robust Individual Transition Plans, dual-enrollment program with American River College and Twin Rivers Adult School, and utilizing common formative assessment tools within and alongside of the adopted core curriculum to provide instructional rigor and maintain individual student growth.

SSC/ELAC Meetings: 9/25/2024, 11/20/2024, 1/29/2025, 3/19/2025

Back to School Night/Title I Meeting: 9/05/2024

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

So far these consultations have realigned staff with a mission and vision for the school program and focused on high leverage actions to continue the growth in utilizing the maker space and garden for entrepreneurship projects, increasing student engagement through utilizing student choice strategies and mechanisms, and increased inclusion through community based instructional opportunities and workability opportunities. Also increased access to and participation in off-campus educational and employment opportunities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.
eapii eatesiiies.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Miles P. Richmond School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

	Student Enrollment by Subgroup											
	Per	cent of Enrollr	nent	Nu	mber of Stude	ents						
Student Group	21-22	22-23	23-24	21-22	22-23	23-24						
American Indian	%	0%	%	0	0							
African American	14.81%	13.11%	9.72%	8	8	7						
Asian	3.70%	3.28%	4.17%	2	2	3						
Filipino	1.85%	1.85% 0%		1	0	1						
Hispanic/Latino	51.85%	50.82%	47.22%	28	31	34						
Pacific Islander	%	0%	%	0	0							
White	22.22%	22.95%	26.39%	12	14	19						
Two or More Races	5.56%	8.2%	8.33%	3	5	6						
Not Reported	%	1.64%	2.78%	0	1							
		Tot	tal Enrollment	54	61	72						

Enrollment By Grade Level

Student Enrollment by Grade Level									
Grade	Number of Students								
	21-22	22-23	23-24						
Grade 12	54	61	72						
Total Enrollment	54	61	72						

Conclusions based on this data:

- 1. The school serves a wide and wonderful diversity of family cultures.
- 2. Hispanic/Latino students are by far the majority, therefore having a Principal who speaks Spanish with the families and students directly is major support for a District-wide program.
- Total enrollment is increasing year over year. The proportion of Latinos to others is decreasing as more students of different groups increase the beautiful diversity of our amazing school.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment											
24 1 42	Num	ber of Stud	lents	Perc	Percent of Students						
Student Group	21-22	22-23	23-24	21-22	22-23	23-24					
English Learners	18	21	27	19.0%	33.3%	37.5%					
Fluent English Proficient (FEP)	11	10	7	29.3%	20.4%	9.7%					
Reclassified Fluent English Proficient (RFEP)				0.0%							

Conclusions based on this data:

- Given the largest proportion only recently under 50% of Hispanic/Latino students, the vast majority of native language support that is required is Spanish. (One Teacher and the Principal are the only staff on campus who speak Spanish with Parents/Students.)
- 2. Only 10% are proficient with 0% reclassified. Our Teachers will require training on RFEP process.
- This is the lowest proportion of fluent/proficient English speakers in the last three years, meaning our Structured English Immersion practices are more critical than ever to ensuring increased and sustainable independence in the local community.

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's **Smarter Balanced Assessment System** web page for more information.

Overall Participation for All Students												
Grade	Grade # of Students Enrolled # of Students Tested					Tested	# of \$	Students Scores	with	% of Er	rolled St Tested	tudents
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students														
Grade Mean Scale Score		Score	% Standard Exceeded		% Standard Met			% Standard Nearly Met			% Standard Not Met				
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At o	r Near St	andard	% Ве	elow Stan	dard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24		

	Proc	ducing cle	Writing ear and p	•	l writing							
Quarte I accel	% At	ove Stan	ndard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	Grade Level 21-22 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-24											

	Domone	strating e	Listenir	_	eation eki	lle			
		ove Stan			r Near St		% Ве	low Stan	dard
Grade Level 21-22 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-2									

lı	nvestigati		esearch/Ir zing, and		ng inform	ation						
Overde Level	% Al	oove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	Grade Level 21-22 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-2											

Conclusions based on this data:

1.

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Γested	# of \$	Students Scores	with	% of Er	rolled St	tudents
Level 21-22 22-23 23-24 21-22 22-23 23-24 21-22 22-23 2												23-24

^{*} The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

				C	Overall	Achiev	ement	for All	Studer	ıts					
Grade	LACEEUEU								ırd	% Standard Nearly Met			% Standard Not Met		
Level	21-22 22-23 23-2			21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11															
All Grades	Grades N/A N/A N/A														

	Applying			ocedures		ures							
% Above Standard % At or Near Standard % Below Standard													
Grade Level	Grade Level 21-22 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-24												
Grade 11													
All Grades													

Using appropriate			g & Mode es to solv		•		ical probl	ems					
Using appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools and strategies to solve real world and mathematical problems Washing appropriate tools are considered to the solve to													
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24				

Demo	onstrating	Commu ability to	inicating support			nclusions					
O	% Al	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level 21-22 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-24											

Conclusions based on this data: 1.	

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the <u>ELPAC.org</u> website for more information about the ELPAC.

ELPAC Results

		Nu	mber of	ELPAC Students		ive Asse an Scale			tudents					
Grade	Grade Overall Oral Language Written Language Students Tested													
Level	21-22	Students rested												
12	*													
All Grades														

		Pe	rcentag	ge of St	tudents		all Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade Level 4 Level 3 Level 2 Level 1 Total Number of Students															
Level	Level 21-22 22-23 23-24 21-22										23-24				
12	*		*	*		*	*		*	*					
All Grades * * * * * * * * * * * * * *															

		Pe	rcentag	ge of St	tudents		l Lang		ce Lev	el for A	II Stud	ents			
Grade Level 4 Level 3 Level 2 Level 1 Total Number of Students															
Level	Level 21-22 22-23 23-24 21-22 22-23 23-24 2								23-24	21-22	22-23	23-24	21-22	22-23	23-24
12								*		*	*		*	*	
All Grades * * * * * * * * * * * * * *															

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade	Level 3 Level 2			Level 1			Total Number of Students								
Level	21-22	22-23	23-24	4 21-22 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-24 2					21-22	22-23	23-24				
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Well Developed Somewhat/Moderately Beginning Total Number of Students												
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
12	*	*		*	* * *					*	*	
All Grades	*	*		*	*		*	*		*	*	

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Well Developed Somewhat/Moderately Beginning Total Num of Stude												
Level	21-22	22-23	23-24	21-22	21-22 22-23 23-24 21-22 22-23 23-24					21-22	22-23	23-24
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Well Developed Somewhat/Moderately Beginning Total Number of Students												
Level	21-22	22-23	23-24	21-22	21-22 22-23 23-24 21-22 22-23 23-24						22-23	23-24
12	*	*		* * *						*	*	
All Grades	*	*		*	*		*	*		*	*	

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
12	12 * * *				*		*	*		*	*	
All Grades	All Grades * * * * * * * * * * * * *											

Conclusions based on this data:

1. The population is too small to draw conclusions.

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population								
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth					
72	75%	37.5%	0.0%					
Total Number of Students enrolled in Miles P. Richmond School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic	Students whose well being is the responsibility of a court.					

2023-24 Enrollment	for All Students/Student Group	
Student Group	Total	Percentage
English Learners	27	37.5%
Foster Youth	0	0.0%
Homeless	3	4.2%
Socioeconomically Disadvantaged	54	75%
Students with Disabilities	72	100%

courses.

Enrollme	Enrollment by Race/Ethnicity									
Student Group	Total	Percentage								
African American	7	9.7%								
American Indian	0	0.0%								
Asian	3	4.2%								
Filipino	1	1.4%								
Hispanic	34	47.2%								
Two or More Races	6	8.3%								
Pacific Islander	0	0.0%								
White	19	26.4%								

Conclusions based on this data:

^{1. 100%} of students require accommodations, modifications, and supports to access the environment and instruction

- 2. 75% of students will be personally benefitted from increased access to diploma-earning programing through partner schools because High School diplomas and continuing education has a direct positive correlation to household incomes.
- 3. English language development is a priority for the vast majority of students, inclusive of but not limited to their English language proficiency but also the unique array of communication differences that students have.

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

Academic Performance English Learner Progress No Performance Color College/Career No Performance Color Academic Engagement Graduation Rate No Performance Color College/Career No Performance Color

Conclusions based on this data:

1. Not enough data to draw conclusions.

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report										
Red Orange Yellow Green Blue										

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Engl	2024 Fall Dashboard English Language Arts Performance for All Students/Student Group									
All Students	English Learners Long-Term English Learners									
Foster Youth	Homeless	Socioeconomically Disadvantaged								
Students with Disabilities	African American American Indian									
Asian	Asian Filipino									
Two or More Races	Pacific Islander	White								

Conclusions based on this data:

1.

Academic Performance Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report										
Red Orange Yellow Green Blue										

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group			
All Students	English Learners Long-Term English Lea		
Foster Youth	Homeless	Socioeconomically Disadvantaged	
Students with Disabilities	African American	American Indian	
Asian	Filipino	Hispanic	
Two or More Races	Pacific Islander	White	

Conclusions based on this data:

1.

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator		
English Learner Progress	Long-Term English Learner Progress	
No Performance Color	No Performance Color	
37.5% making progress.	40% making progress.	
Number Students: 16 Students	Number Students: 15 Students	

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0%	0%	0%	0%

Conclusions based on this data:

1. No data to draw conclusions.

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.









Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group **All Students English Learners Long-Term English Learners** No Performance Color No Performance Color No Performance Color Less than 11 Students 0 0 Students 0 Students 2 Students **Foster Youth Homeless** Socioeconomically Disadvantaged No Performance Color No Performance Color No Performance Color 0 Students Less than 11 Students 0 Less than 11 Students 0 1 Student 2 Students

No Performance Color Less than 11 Students 0

2 Students

African American

No Performance Color Less than 11 Students 0

1 Student

American Indian

No Performance Color
0 Students

Asian

No Performance Color
0 Students

Filipino

No Performance Color
0 Students

Hispanic

No Performance Color

0 Students

Two or More Races

No Performance Color Less than 11 Students 0

1 Student

Pacific Islander

No Performance Color
0 Students

White

No Performance Color
0 Students

Conclusions based on this data:

1. We must continue increased access and opportunity for vocational and post-secondary educational development.

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group			
All Students	English Learners Long-Term English L		
Foster Youth	Homeless	Socioeconomically Disadvantaged	
Students with Disabilities	African American	American Indian	
Asian	Filipino	Hispanic	
Two or More Races	Pacific Islander	White	

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group **All Students English Learners Long-Term English Learners** No Performance Color No Performance Color No Performance Color Fewer than 11 students - data not 0 Students 0 Students displayed for privacy 2 Students Socioeconomically Disadvantaged **Foster Youth Homeless** No Performance Color No Performance Color No Performance Color 0 Students Fewer than 11 students - data not Fewer than 11 students - data not displayed for privacy displayed for privacy 1 Student 2 Students

Students with Disabilities

No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

African American

No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

0 Students

Hispanic

No Performance Color

0 Students

Two or More Races



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

0 Students

Conclusions based on this data:

1. We will continue to rely on transportation services to maintain access to the program.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group **All Students Long-Term English Learners English Learners** No Performance Color No Performance Color 1.2% suspended at least one day 0% suspended at least one day 0% suspended at least one day Declined 1.7% Maintained 0% Maintained 0% 82 Students 29 Students 28 Students Socioeconomically Disadvantaged **Foster Youth Homeless** No Performance Color No Performance Color Fewer than 11 students - data not Fewer than 11 students - data not 1.6% suspended at least one day displayed for privacy displayed for privacy Declined 2% 1 Student 4 Students

62 Students

Students with Disabilities



Green

1.3% suspended at least one day

Declined 1.7%

79 Students

African American



No Performance Color

Fewer than 11 students - data not displayed for privacy

9 Students

American Indian



No Performance Color

0 Students

Asian



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Filipino



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Hispanic



Blue

0% suspended at least one day

Declined 3%

36 Students

Two or More Races



No Performance Color

Fewer than 11 students - data not displayed for privacy

8 Students

Pacific Islander



No Performance Color

0 Students

White

No Performance Color

0% suspended at least one day

Maintained 0%

24 Students

Conclusions based on this data:

1. PBIS Tier 1, Tier 2 and PTR/BIPs implemented to support student success have wide reaching implications on the performance data of the school.

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

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.

2/83 students currently hold a high school diploma. Next year the number will drop to 1. Approximately 10 students are enrolled and progressing toward a diploma through a partnership with the Twin Rivers Adult School.

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 with high school diplomas	2/83; 2.41%	3/83; 3.61%
Number of students identified as being eligible and appropriate to continue working toward earning a diploma	10/83; 12.05%	11/83; 13.25%
Number of students enrolled in diploma-granting institutions	7/83; 8.43%	8/83; 9.63%

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 4000-4999: Materials and Supplies
1.2	Supplemental curricula for direct instruction in functional academics, and personal health and safety	All students	4000 Title I Basic 5000-5999: Operating Expenditures 2500 Title I Basic

	4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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.

Student enrollment in Adult School and other Community Colleges and outside agencies/vendors for employment nearly doubled this year

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

With more streamlined goals and clearer intended purchases for the budgeted funds the school office will more efficiently be able to follow through on purchase and reimbursements

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 align to LCAP; increased applicability to a wider spectrum of students

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.

Ensure all Students Graduate College and Career Ready

Students at Miles P. Richmond School will have access to continuing education opportunities, employment training, and direct instruction in life skills

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

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.

due to the location of the school transportation, planning, budgeting, and personnel time are a required aspect of programming that supports all students in exercises their rights to access the community as any same-age peer would.

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
Weekly measurement of Community Based Instruction opportunities for each student	Approximately 50% of all students in attendance in any given week attend at least one Community Based Instruction opportunity	100% of students will have access to Community Based Instruction while maintaining their right to refuse; they will have the option regardless of needs and abilities
Continued partnership with outside agencies and vendors who support career-aligned vocational training and educational opportunities	double the number of students are signed up with Department of Rehab vendors to ensure access to a higher number of hours of paid work as compared to what is available through the Workability grant	Vocational support program staff will continue to partner students with Department of Rehab to ensure all students have a vocational opportunity even if they are not Alta Regional Center clients.

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
2.1	Students with most severe disabilities will access Community Based Instruction with additional personnel, equipment, transportation, or any other necessary services or equipment to make the community accessible	All students	733 Title I Basic 2000-2999: Classified Personnel Salaries
2.2	Students who access vocational training and employment opportunities during instructional hours for Twin Rivers Unified will be supported to access employment off campus whenever possible utilizing additional personnel, equipment,	All students	1350 Title I Basic 4000-4999: Materials and Supplies

	transportation, and any services or equipment necessary to make the vocational settings accessible to students.	500 Title I Basic 4000-4999: Materials and Supplies
2.3	Supplemental curricula for direct instruction in vocational skills, life skills, and soft skills, necessary for navigating the adult world	1500 Title I Basic 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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.

Dual enrollment with TRAS; TRAS staff coming to MPR to attend to student instruction and tutoring/support; Providing quiet space in cafeteria (outside of lunch hour) for study hall setting so students can work uninterrupted/distracted

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

none

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.

Lowered percentage for goal achievement to make it more easily attainable/realistic

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 various organizations and systems including, but not limited to, Workability, PRIDE Industries, Department of Rehab, etc.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#2 College and Career Readiness

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 college and career counseling and vocational experiences 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 jobseeking 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 be evaluated and monitored by staff and Workability program specialists who will identify students who are capable of independent and supervised paid work experiences.	All students	500 Title I Basic 4000-4999: Materials and Supplies 1000 Title I Basic 5000-5999: Operating Expenditures

3.2	Students will access paid or volunteer work experiences at school. An air-conditioning unit will be purchased for the Maker Space. Materials will be purchased for student work experiences on our campus.	Students with severe physical or behavioral needs which prevent them from leaving campus for work experiences	1500 Title I Basic 4000-4999: Materials and Supplies
3.3	Students will access volunteer experiences with the same expectations and experiences, alongside of paid peers, in various vocational roles. A washing machine and dryer will be purchased for students to use as they perform volunteer services.	Students who are not qualified for paid experiences	1500 Title I Basic 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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.

On-campus businesses have expanded to include laundry service and Bear Bargains thrift shop. Next year will open Maker Space for production of items that can be bought by local community. Outside employment at Walgreens secured

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

Much more to curriculum around teaching vocational and vocation-related skills; much more to materials, books, and supplies for Maker Space

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.

Increased expectation for students participating in vocational activities and hoping to sustain the 50% rate

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, Student Dessert Buffet, a parent education event, Open House and the Transition ceremony at the end of the year. Food will be purchased and served to welcome parents. Materials will be copied and distributed as appropriate.	All students, parents and families	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 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

Ball and prom did not happen. Open House shifted to include local agencies/organizations that serve our population so as to increase both Parent engagement and partnerships with outside agencies.

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 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

Strategies/Activities

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

Strategy/	Description	Students to be Served	Proposed Expenditures
Activity #			

Annual Review

SPSA Year Reviewed: 2024-25

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$17,037.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$17,037.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Basic	\$16,583.00
Title I Parent and Family Engagement	\$454.00

Subtotal of additional federal funds included for this school: \$17,037.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$17,037.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Based Allocation	19311.	19,311.00
Title I Basic	12644	-3,939.00
Title I Parent and Family Engagement	346	-108.00
LCFF Supplemental	6943	6,943.00

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	16,583.00
Title I Parent and Family Engagement	454.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	733.00
4000-4999: Materials and Supplies	10,804.00
5000-5999: Operating Expenditures	5,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Basic	733.00
4000-4999: Materials and Supplies	Title I Basic	10,350.00
5000-5999: Operating Expenditures	Title I Basic	5,500.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	454.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00
Goal 2	4,083.00
Goal 3	4,500.00

Goal 4 1,454.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members Role

Al Martinez	Parent or Community Member
Ann Wietske Rundall Orr	Parent or Community Member
Elijah Benavidez	Secondary Student
Linda Bean-Rundgwerth	Principal
Rasheda Hill	Classroom Teacher
Svitlana Skorokhod	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Leinh 5. Reloyve

Committee or Advisory Group Name

Miles P. Richmond School

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Principal, Linda Bean-Rungwerth on 5/21/25

This SPSA was adopted by the SSC at a public meeting on 5/21/2025.

Attested:

School Plan for Student Achievement (SPSA) Page 41 of 55

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal. Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one
 or more specific student groups that will benefit from the strategies and activities. ESSA
 Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or
 more specific student groups, including socioeconomically disadvantaged students,
 students from major racial and ethnic groups, students with disabilities, and English
 learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
 Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

• When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified
 resource inequities, which may have been identified through a review of LEA- and school-level
 budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall
 include the student groups that are consistently underperforming, for which the school received
 the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a
 result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section
 for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a
 result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section
 for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:

From its total allocation for CSI, the LEA may distribute funds across its schools that are
eligible for CSI to support implementation of this plan. In addition, the LEA may retain a
portion of its total allocation to support LEA-level expenditures that are directly related to
serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- Total Funds Provided to the School Through the ConApp: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

• Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 - 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

- A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

- Be informed by all state indicators, including student performance against statedetermined long-term goals (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
- Include evidence-based interventions (Sections: Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-quidance-evidence.pdf);
 - Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
- 3. Be based on a school-level needs assessment (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
- 4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- CSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- CSI Webinars: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- CSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023